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IDENTIFIERS	Learning Communities

ABSTRACT

This publication presents proceedings from the Mid-Continent Research for Education and Learning (McREL) fall 2000 conference. The first general session presentation was "Through the Eyes of Children... Creating a Shared Vision of Education" (Don Suskind), and the second session was "Teachers and Administrators: Responsible for What?" (Barbara Sizemore). The general session for the second day was: "Schools Must Be Accountable, But for What?" (Mark St. John, Michael Nettles, Susan Phillips, and Ron Brandt). The closing remarks were "Creating a National Dialogue About a Vision for Schools" (Tim Waters). (SM)

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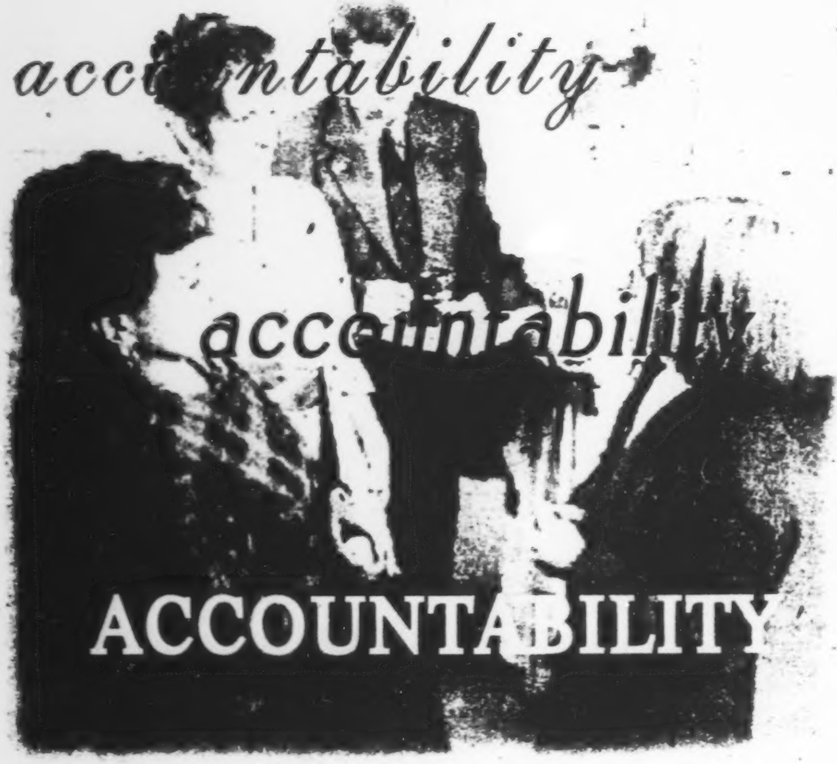
ED 451 176

The Power of Accountability to Transform Teaching and Learning



McREL

October 18-20, 2000

Denver, Colorado

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McREL Fall Conference Participant Evaluation Form
The Power of Accountability to Transform Teaching and Learning
October 19-20, 2000 ◆ Denver, Colorado

Please respond to each of the following items by **checking only** **one** response choice. Use the comment lines to provide any additional information or suggestions. The information you provide will help shape the design of future events. Thank you!

Please Note: If you leave before the end of the conference, please complete the applicable items, leave the others blank, and return this form to the Conference Registration Desk.

Participant Information

1. My work is **primarily** located in the state of: ☐ CO ☐ KS ☐ MO ☐ NE ☐ ND ☐ SD ☐ WY ☐ Other: ________

2. My organizational/work affiliation can **primarily** be described as *(check one)*:
   - ☐ School District/Building Level
   - ☐ Intermediate Education Agency
   - ☐ State Agency/Level
   - ☐ Federal Agency/Level
   - ☐ Regional Service Provider (Consortium/Lab)
   - ☐ Higher Education
   - ☐ Other *(specify)*: ____________________

3. I am attending this conference **primarily** to support my role as a *(check one)*:
   - ☐ Administrator
   - ☐ Curriculum/Content Specialist
   - ☐ Teacher
   - ☐ Student
   - ☐ Researcher
   - ☐ Other *(specify)*: ____________________

Conference Sessions, Materials, and Staff *(If an item is not applicable, leave it blank.)*

The quality of the conference was:		excellent	good	fair	poor
4.	Thursday opening general session (R. Suskind):	☐	☐	☐	☐
5.	Thursday lunchtime general session (B. Sizemore):	☐	☐	☐	☐
6.	Thursday panel discussion (J. Catchpole & R. Christensen):	☐	☐	☐	☐
7.	Friday morning general session (M. St. John, M. Nettles, & S. Phillips):	☐	☐	☐	☐
8.	Friday lunchtime World Café (M. Kellner-Rogers):	☐	☐	☐	☐
9.	Friday closing general session (T. Waters):	☐	☐	☐	☐
10.	Overall, the concurrent sessions I attended:	☐	☐	☐	☐
11.	Overall, the presentations I attended:	☐	☐	☐	☐
12.	Overall, the conference facilities:	☐	☐	☐	☐
13.	The materials in the participant notebook:	☐	☐	☐	☐
14.	The relevance of conference topics to current educational issues:	☐	☐	☐	☐
15.	The quality of the conference for meeting my needs:	☐	☐	☐*	☐*

*(If fair or poor) Explain unmet needs: ____

The staff members were helpful and supportive:		strongly agree	agree	disagree	strongly disagree
16.	Conference registration staff:	☐	☐	☐	☐
17.	McREL staff support:	☐	☐	☐	☐
18.	Hotel staff and service:	☐	☐	☐	☐

OVER

Overall Conference Assessment (*If an item is not applicable, leave it blank.*)

	During the conference, my opportunities for . . .	excellent	good	fair	poor
19.	Networking with other participants were:	☐	☐	☐	☐
20.	Having meaningful reflection and conversation about the conference to help me personalize the experience were:	☐	☐	☐	☐
21.	Gaining practical information, materials, and/or skills that I can implement "right away" on Monday morning were:	☐	☐	☐	☐
	This conference enhanced my understanding of . . .	extensively	moderately	slightly	not at all
22.	The community's accountability for education of children:	☐	☐	☐	☐
23.	The educator's accountability for teaching and learning:	☐	☐	☐	☐
24.	The kinds of information that should be gathered to determine if teaching and learning are taking place:	☐	☐	☐	☐
25.	The use of assessment results to improve teaching/learning:	☐	☐	☐	☐
26.	Pertinent research to promote effective teaching/learning:	☐	☐	☐	☐
27.	McREL's leadership role in the area of curriculum, learning, and instruction:	☐	☐	☐	☐
	As a result of this conference I expect . . .	extensively	moderately	slightly	not at all
28.	To use the information and skills acquired during the conference in my work:	☐	☐	☐	☐
29.	To share this information with my colleagues:	☐	☐	☐	☐
	Overall . . .	excellent	good	fair	poor
30.	The value of the conference in my educational role was:	☐	☐	☐	☐

Reason(s) for rating: ______________________________

31. I can use the information, materials, and/or skills acquired during this conference in the following ways (*DK=Don't Know*):

	yes	no	DK	*If yes, please give a specific example*:
a. To inform decision making and planning:	☐	☐	☐	______________
b. To enhance educational practice:	☐	☐	☐	______________
c. To enhance student achievement:	☐	☐	☐	______________
d. To improve accountability for teaching and learning:	☐	☐	☐	______________
e. In other ways:	☐	☐	☐	______________

32. For me, the most useful aspect of this conference was: ______________________________

33. If I could improve one thing about this conference, I would: ______________________________

34. **Additional comments/suggestions:**

Please return this form to the Conference Registration Desk. ***Thank you.***

This notebook belongs to:

People to Remember

Name:
Phone: ( ) Ext.
Note:

Name:
Phone: ( ) Ext.
Note:

Name:
Phone: ( ) Ext.
Note:

Name:
Phone: ( ) Ext.
Note:

Notes

McREL
Making a Difference

2550 S. Parker Road, Suite 500 • Aurora, CO 80014
303.337.0990 • Fax: 303.337.3005 • www.mcrel.org

October 19, 2000

Dear Colleague:

Welcome to McREL's 2000 fall conference, *The Power of Accountability to Transform Teaching and Learning*. McREL is pleased to offer this opportunity for learning and conversation about how to improve the quality of education in our nation's classrooms.

Across the region and country, educators, parents, students, policymakers, and community members are focused on accountability in our education system. The intent of this conference is to explore accountability issues through thoughtful conversation that is illuminated by research-based information. To accomplish this goal, we have assembled a distinguished group of researchers and practitioners whose perspectives are sure to stimulate your thinking and provoke thoughtful discussion.

More specifically, this year's conference is designed around four critical questions:

1. In what ways is the larger community both responsible and accountable for the education of children?
2. What is the responsibility of educators for teaching and learning and to whom should they be accountable?
3. What kinds of information should be gathered to determine if teaching and learning are taking place?
4. How can assessment results be used to improve teaching and learning?

The next two days are intended as time for you to learn and reflect upon your practice. It will be most valuable to those of you who will engage with one another. The more you put into this experience, the more you will take home. Enjoy the experience and use what you glean to improve practice in your learning community.

Sincerely,

Tim Waters

Tim Waters, Ed.D.
President and Executive Director

acknowledgements

Deep appreciation is extended to all the individuals who contrubuted to the planning and realization of the 2000 McREL Fall Conference. Without their support, enthusiasm, and strong sense of "team" this event could not have been possible. A special "thank you" to Dr. Tim Waters and Dr. Lou Cicchinelli for their ongoing support and leadership.

– Jana Caldwell
Conference Coordinator

General Sessions

Ron Brandt
Judy Catchpole
Ray Christensen
Myron Kellner-Rogers
Michael Nettles
Susan Phillips
Mark St. John
Barbara Sizemore
Ron Suskind
Tim Waters

Concurrent Session and Preconference Presenters

Terry Albers
Helen Apthorp
Tonya Aultman-Bettridge
Joyce Bales
Zoe Barley
Ellen Bartlett
James Bergeron
Elena Bodrova
Jana Caldwell
Ray Christensen
Gail Clark
Elaine J.C. DeBassige D'Amato
Lesley Dahlkemper
Dave Darnell
Ceri Dean
Judy Florian
Raissa Geary
Kathy Grafsgaard
June Harris
Joan Huffer
Myron Kellner-Rogers
Pat Lauer
Vicki LaRock
David Livingston
Robert Marzano
Pat McCartney
Brian McNulty
Arlene Mitchell
Rosemarie Myrdal
Michael Nettles
Diane Paynter
Susan Phillips
Jane E. Pollock
Peg Portscheller
John Ristvey
Shirley Scott
Nilda Garcia Simms
Cindy Simms
Barbara Sizemore
Mark St. John
Ron Suskind
Ralph Tanner
Tim Waters
F. Tim Witsman

McREL Conference Planning and Implementation

Lynn Bishop
Linda Brannan
Gail Clark
Ken Dickson
Wanda Garcia
Shae Isaacs
Pat Lauer
Dawn McGill
Michael Newman
Cari Schropshire
Nilda Garcia Simms
John Sutton
James Sucha
Glen Taylor
Phyl Thomas

Conference Planning Service

Caruso Associates, Inc.
Steffani Blackstock

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General Information

This section includes a daily Conference Schedule, registration hours and information about the Conference manual, sessions, meal functions and conference management staff. You will also find information about Denver, Colorado.

General Sessions

This section includes program materials and speaker biographies for five General Sessions.

Concurrent Sessions

This section includes program materials and speaker biographies for Concurrent Sessions.

About McREL

This section includes information about McREL products.

Conference Participants

This section includes a roster of conference participants.

The McREL Fall Conference is funded in part by the Office of Educational Research and Improvement, U.S. Department of Education under Contract number RJ96006101.

general information

McREL

Conference 2000

October 19-20, 2000

denver, colorado

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schedule of events

Thursday, October 19, 2000

6:30 to 8:00 am — Registration

7:00 to 8:00 am — Continental Breakfast

8:00 to 9:30 am — Welcome - *Tim Waters, Executive Director, McREL*

General Session -

Through the Eyes of Children...Creating a Shared Vision of Education

Ron Suskind, Pulitzer Prize-winning writer

9:30 to 10:00 am — Break

CRITICAL QUESTION 1

In what ways is the larger community both responsible and accountable for the education of children?

10:00 to 11:30 am — **Concurrent Sessions A (1-8)**

A1 Leadership is a Verb, Not a Job Title!, *Tim Waters, McREL*

A2 "Two Out of Three Ain't Bad," *Terry Albers, Oglala Lakota College Welfare to Work Program*

A3 Parent Engagement: Reaching Culturally and Linguistically Diverse Families, *Nilda Garcia Simms, McREL*

A4 Where Does the Buck Stop?, *Policy Panel: Ralph Tanner, Kansas; Rosemarie Myrdal, North Dakota; and Ray Christensen, South Dakota; with Peg Portscheller, McREL*

A5 Reaching Success Through Accountability, *F. Tim Witsman, Wichita (KS) Greater Area Chamber of Commerce*

A6 Accountability: Public Engagement and the Media, *Lesley Dahlkemper, KSA Plus Communications*

A7 Moving Beyond the Blame Game, *Parent Panel, with Jana Caldwell, McREL*

A8 A Conversation with Ron Suskind, *Ron Suskind*

11:30 am to 1:00 pm — Lunch and

General Session

Teachers and Administrators: Responsible for What?

Accountable to Whom? - *Barbara Sizemore, DePaul University*

1:00 to 1:15 pm — Break

1:15 to 2:30 pm — Panel Response to Barbara Sizemore's Presentation with Chief State School Officers: *Ray Christensen, South Dakota and Judy Catchpole, Wyoming*

Moderator: *Tim Waters*

CRITICAL QUESTION 2

What is the responsibility of educators for teaching and learning and to whom should they be accountable?

2:30 to 3:00 pm — Break

3:00 to 4:30 pm — **Concurrent Sessions B (1-8)**

B1 Accountability: The Federal Debate, *Congressional Staff: Joan Huffer (Sen. Daschle-South Dakota), James Bergeron (Rep. Tancredo-Colorado), Raissa Geary (Sen. Enzi-Wyoming), June Harris (Rep. Clay-Missouri), with Peg Portscheller, McREL*

B2 Connecting Teacher Preparation to Teacher Quality and K-12 Student Learning, *Ceri Dean and Pat Lauer, McREL*

B3 Is Performance Pay the Answer?, *Shirley Scott, Denver Public Schools; Cindy Simms, Steamboat Springs (CO) Schools; and Ellen Bartlett, Douglas County (CO) Schools; with Dan Morris, McREL Board*

B4 Who's Accountable to Our Students?, *Barbara Sizemore, DePaul University*

B5 Strategies to Involve Parents in Mathematics and Science Education, *Elaine J.C. DeBassige D'Amato, McREL*

B6 How Do They Do It? Lessons of Successful School Reform within Varying District and State Contexts, *Judy Florian, McREL*

B7 Safe Communities–Safe Schools, *Tonya Aultman-Bettridge, Center for Study and Prevention of Violence*

B8 The School Leader: Responding to Multiple (and Conflicting) Demands in an Age of Accountability, *Panel of Principals from the McREL region, with Brian McNulty, McREL*

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Friday, October 20, 2000

7:00 to 8:00 am	Continental Breakfast
8:00 to 9:30 am	**General Session -** Schools Must Be Accountable, But for What? Panel: *Mark St. John, Inverness Associates; Michael Nettles, University of Michigan; and Susan Phillips, Michigan State University* Moderator: *Ron Brandt, McREL Board of Directors*
9:30 to 10:00 am	Break
10:00 to 11:30 am	**Concurrent Sessions C (1-8)** C1 Value-Added Assessment Model, *Joyce Bales, Pueblo (CO) School District No. 60* C2 Assessing the English Language Learner: Facts and Considerations, *Nilda Garcia Simms, McREL* C3 Assessment Toolkit: Professional Development Brings Power to the Classroom, *Arlene Mitchell, McREL* C4 Accountability Is a National Disaster, *Mark St. John, Inverness Research Associates* C5 Measuring What Matters, *Michael Nettles, University of Michigan* C6 Defending a State Graduation Test: GI Forum vs. TEA, *Susan Phillips, Michigan State University* C7 CSR Research on Implementing Reform Models, *Helen Apthorp, McREL* C8 Classroom Instruction That Works, *Robert Marzano, McREL*
11:30 am to 12:00 pm	Box Lunch (provided)
12:00 to 2:00 pm	World Café with Myron Kellner-Rogers, Berkana Institute
2:00 to 2:15 pm	Break
2:15 to 3:15 pm	**Concurrent Sessions D (1-8)** D1 Data Analysis to Guide K-3 Reading Instruction, *Vicki LaRock, McREL* D2 The McREL School Practices Survey: A First Step in School Reform, *Pat Lauer, McREL* D3 World Café Panel, *David Livingston, Colorado; Kathy Grafsgaard, South Dakota; and Dave Darnell, Iowa; with Myron Kellner-Rogers, Berkana Institute, and Tim Waters, McREL* D4 Designing High Performing Learning Communities, *Gail Clark, McREL* D5 Using Data Driven Decision Making to Inform Teaching and Learning, *Ceri Dean, McREL* D6 Making Connections: Observing Teaching in the Light of Assessment Results, *Zoe Barley, McREL* D7 Learning from Assessment: Aligning Assessment to Standards, *John Ristvey, McREL* D8 Standards-Based Grading, Record Keeping, and Reporting, *Jane E. Pollock, McREL*
3:15 to 3:30 pm	Break
3:15 to 4:00 pm	**Closing Remarks -** Creating a National Dialogue about a Vision for Schools -*Tim Waters, McREL*

CRITICAL QUESTION 3

What kinds of information should be gathered to determine if teaching and learning are taking place?

CRITICAL QUESTION 4

How can assessment results be used to improve teaching and learning?

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general information

Conference Registration Desk

The McREL Conference Registration Desk is located on the lobby level near the Grand Ballroom of the Denver Marriott Southeast Hotel. The Registration Desk will serve as a message and information center throughout the Conference.

Hours of Operation
Wednesday, October 18 – 7:00 a.m. to 4:00 p.m.
Thursday, October 19 – 6:30 a.m. to 4:30 p.m.
Friday, October 20 – 7:00 a.m. to 4:00 p.m.

Conference Manual

Your admission to the McREL Fall Conference includes this Conference Manual, a handy three-ring binder containing in-depth information about Conference sessions, pertinent research and other relevant materials. Be sure to leave room for this valuable information when packing your suitcase.

Conference Sessions

Conference rooms are located on the lobby level of the Denver Marriott Southeast Hotel unless otherwise noted. Please refer to the enclosed **Schedule At-a-Glance** for the times and location of Concurrent Sessions. Signs will also be posted to help direct you to the appropriate sessions.

Conference Meal Functions

Breakfast – Coffee, tea and pastries will be provided for Conference registrants each morning from 7:00 to 8:00 a.m. near the Grand Ballroom.

Lunch – Lunch will be provided Thursday and Friday in the Grand Ballroom.

The *World Cafe* is the theme for Friday's lunch. This time is designed for facilitated small group discussion on selected topics. Participants will be seated at tables designated by the colored sticker on your name badge.

Dinner (on your own) – There are several food outlets with walking distance of the Marriott. Handy restaurant guides are available at the Conference Registration desk.

Conference Management

Conference management and registration services have been provided by the firm of **Caruso Group International**. Caruso Group staff will coordinate events throughout the conference and will be headquartered at the Conference Registration Desk.

CARUSO GROUP INTERNATIONAL
Your meeting and association management team
7853 East Arapahoe Court, #2100, Englewood, Colorado 80112-1361 U.S.A.
303.694.4728 • www.carusogroup.com

about Denver

Did you know that...

Denver boasts 300 days of sunshine a year: more hours of annual sun than San Diego or Miami Beach.

Denver has the nation's largest city park system with 200 parks.

Denver is the most educated city in the nation with more high school and college graduates per capita than any other city.

Denver is the second-best city in America to live and work, according to Fortune Magazine in 1997. In fact, more than 350,000 people have moved to Denver in the past five years.

Average temperatures in October range from 36.4 to 66.3 degrees Fahrenheit with an average of .98 inches of precipitation.

Colorado has two national parks, six national monuments, 11 national forests, 40 state parks and three national recreation areas. In fact, more than half the state is public land: yours to enjoy for hiking, camping, mountain biking, fishing, horseback riding and more.

No matter what your recreational interest, you'll find it in Colorado.

general session

Through the Eyes of Children...

Creating a Shared Vision of Education

Ron Suskind will tell powerful stories from his years as a reporter and author about how family, school and community can–with a shared vision–usher children to better learning and improved lives. Drawing from his best-selling book *A Hope in the Unseen*–which chronicles the path of one black youth from a blighted urban terrain to the Ivy League–Mr. Suskind will discuss how looking, without judgement, through the eyes of your subjects can lead both practitioners and researchers to clarity of thought and purpose. Only through a broadened perspective on the value of education, can constructive action emerge to benefit students from all levels of American life.

Ron Suskind

Pulitzer Prize-winning
author

McREL
2000 Conference
October 19-20, 2000
denver, colorado

Ron Suskind

Ron Suskind is the senior national affairs writer for the *Wall Street Journal* in Washington, D.C., and the author of *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* (Broadway Books).

Since joining the Journal in 1990, Mr. Suskind has written about issues of race, class, and gender for the paper's front page. A series Mr. Suskind wrote about inner city honor students and their struggles to survive won a Pulitzer Prize for Feature Writing in 1995. Launched by that series, his book follows the three-year path of one top student–the prickly and religious Cedric Jennings–as he attempts to escape the ghetto and find a home at Brown University. *A Hope in the Unseen*, which has been excerpted in the *Wall Street Journal* and *Esquire Magazine*, is prompting national discussions on affirmative action, the role of faith in American life, advancement through higher education, and how bridges might be built across divides of race and income. Beyond the book's social and political import, many readers respond, simply, to its unique emotional force. "Suskind has produced a sweeping book, so powerful" says *Newsday*'s James Ledbetter, "that it can move a relatively jaded reviewer to tears. It is inspiring enough to justify hope."

In the past year, Mr. Suskind has appeared on numerous television shows–including the *Oprah Winfrey Show*, ABC's *Nightline*, and *Good Morning America*–and has traveled widely, speaking at universities and conferences. His stirring performances, which have been written about by newspapers across the country, combine "the best of inspiration and edification," said Gerald Murphy, dean of Harvard's Graduate School of Education, where Mr. Suskind addressed faculty and students in October, 1998. "I've rarely seen a writer of this caliber who can speak so well. In both the written and the spoken word, Ron offers stories that truly change people's lives."

Mr. Suskind was formerly on the staff of the *New York Times*, *The St. Petersburg Times* and was editor of *Boston Business* magazine. He has been a commentator on National Public Radio, taught Advanced Journalism at Harvard University, and written about various subjects for national magazines–including satire for *Harper's* and political analysis for the *New York Times Magazine*.

A graduate of the University of Virginia and Columbia University Graduate School of Journalism, Mr. Suskind currently lives in Washington with his wife and two young sons.

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Teachers and Administrators:
Responsible for What? Accountable to Whom?

Barbara Sizemore
Professor Emerita,
DePaul University

Dr. Sizemore will outline the responsibilities of teachers and administrators within the context of accelerating and elevating student achievement as measured by standardized tests. These tests serve as the gatekeepers to employment and higher education opportunities in the United States. Dr. Sizemore also will build a case for the accountability of all to the very students they serve.

Reaction Panel:

Education commissioners from the McREL region, Ray Christensen, South Dakota, and Judy Catchpole, Wyoming, will address issues raised and the perspective presented by Dr. Sizemore in her earlier remarks in response to the question, *What is the responsibility of educators for teaching and learning and to whom should they be accountable?* Commissioners also will discuss issues in their states that emerge from this question.

Barbara Sizemore

Barbara Sizemore has over 50 years of service in education. In her hometown of Chicago, she was teacher, principal, and public school administrator. After 25 years serving the Midwest, Dr. Sizemore advocated for public education as Superintendent of Schools in Washington, D.C. Her next career change took her to the University of Pittsburgh where she was Associate Professor, then Professor, in the Department of Black Community, Education, Research and Development. She is currently Professor Emerita at the University of Pittsburgh as well as Professor Emerita in the School of Education at Chicago's DePaul University, where she was Dean of the School of Education. She also continues as consultant to more than 100 agencies, colleges, public school systems, organizations, institutions, and state departments of education.

In addition to being the mother of six and the grandmother of four, Dr. Sizemore holds a bachelor's degree in classical languages and a master's degree in elementary education from Northwestern University. She earned her doctorate of philosophy in educational administration from the University of Chicago. She is the recipient of four honorary doctorate degrees and many awards. Most recently, she accepted a Presidential Award from the National Council of Black Studies and the YWCA Racial Justice Award. She is author of *The Ruptured Diamond: The Politics of the Decentralization of the District of Columbia Public Schools* and nearly 40 other journal articles and book chapters.

Judy Catchpole
Ray Christensen

Judy Catchpole is serving her second term as Wyoming State Superintendent of Public Instruction. She was raised in Cody, Wyoming, where she graduated from Cody High School in 1962. She graduated from the University of Wyoming in 1966 with a Bachelor of Arts in education. She has been involved with children throughout her life as an educator, teacher, advocate, and volunteer. She has served as the Wyoming Early Childhood State President and the Vice-Chairman of the Wyoming School Boards Association.

Former Executive Director of the Wyoming Republican Party, she is a member of the First United Methodist Church. Judy is married to Glenn Catchpole, a Managing Director for Cameco. They have three children: Glenda, a chemical engineer with FMC; Fred, a Lieutenant in the United States Marine Corp; and Katie, a kindergarten teacher. All are graduates of the University of Wyoming.

Ray Christensen currently serves as cabinet secretary for the South Dakota Department of Education and Cultural Affairs. He is a graduate of Augustana College in Sioux Falls, South Dakota. There he earned a Bachelor of Science in mathematics and a Master of Arts in teaching.

Ray taught mathematics from 1969 until 1978 in the Sioux Falls School District and again from 1982 to 1993. That year, he took on the role of Technology Deployment and Staff Development Coordinator. Later, while in the Office of the Governor, he was coordinator of the statewide "Wiring the Schools" project.

In addition, he served as president of the South Dakota Board of Education in 1997 and 1998 and as chair of the Professional Practices and Standards Commission from 1982 to 1986. He was also selected as a finalist for the US West Teacher of the Year award in 1986.

Ray and his wife, Alice, have four children. Besides education and his family, he has a keen interest in vintage cars and operates a business as an Internet Service Provider.

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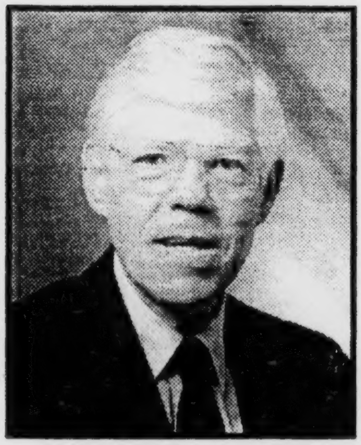
Ron Brandt
Tim Waters



Schools Must Be Accountable, But For What?

An author and consultant on education, Ron Brandt was formerly Executive Editor of *Education Leadership* and other publications of the Association for Supervision and Curriculum Development (ASCD). His professional interests include school reform and use of knowledge from cognitive research and neuroscience to improve school learning. He is the author of *Powerful Learning*, and editor of *Assessing Student Learning and Education in a New Era*, the ASCD yearbook for 2000. His articles have appeared recently in *Phi Delta Kappan, Education Week, Education Leadership*, and *Leadership News of the Amercian Asosication of school Administrators.*

During his tenure as editor of *Education Leadership*, he wrote over 100 introductory overviews and edited "conversations" with more than 50 leading educators. In 1996 he was named to the *EdPress* Hall of Fame for his contributions to education publishing. In 1997 he was honored by the National Staff Development Council for lifetime contributrions to staff development.

Brant grew up on a Nebraska far and attended a one-room country school. He began his teaching career in Racine, Wisconsin in 1957. In the 1960's he taught at a teacher training college in Nigeria, West Africa. He was a junior high school principal, staff member of the Upper Midwest Regional Educational Laboratory, director of staff development for the Minneapolis public schools, and associate superintendent in Lincoln, Nebraska. He has a doctorate in educational administration from e University of Minnesota.

Teachers and Administrators: Responsible for What? Accountable to Whom?
Panel Response to Barbara Sizemore's Presentation

Dr. Waters is President and Executive Director of McREL, Mid-Continent Research for Education and Learning. During his tenure at McREL, Dr. Waters has served on the Board of Directors of the Council of Educational Development and Research and as chairman of the Board of the National Education Knowledge Industry Association. In 1993 he was appointed by Governor Romer to serve on the Colorado Commission on Higher Education as a representative of the 4th Congressional District. He was reappointed ted in 1998 to a second term to an at-large position, representing all of Colorado.

Dr. Waters joined McREL in 1993 following 23 years of service in public schools. As a superintendent, assistant superintendent, high school principal, assistant principal, and teacher, Dr. Waters established a reputation as an innovator and leader of educational improvement and reform. In 1985, his work to update curriculum, instruction, and teacher preparation led to an assignment as the Special Advisor for Education to the Governor of Arizona. He has been active as a speaker and consultant to school districts and education agencies across the country committed to implementing high performance educational systems.

Dr. Waters has a B.A. from the University of Denver, and an M.A. and Ed.D. from A izona State University. He has been recognized as a Distinguished Educator by the Kettering Foundation and is a recipient of the Equity Excellence award presented by the Colorado Institute for Gender Equity. Tim Waters has dedicated his life and career to changing the design of our public schools to ensure that all children acquire the knowledge and skills they will need to succeed in the next millenium.

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Schools Must Be Accountable, But For What?

Susan Phillips
Professor of Education,
Michigan State University

Michael T. Nettles
Professor of Education,
University of Michigan

As high stakes testing and its corresponding backlash sweep the nation, assessment of student learning has become the subject of debates from the schoohouse to the state house to the White House. What kinds of information *should* be gathered to measure teaching and learning? Three distinguished educators will examine this question, offering perspectives about indicators of achievement and accountability, appropriate roles for testing, and legal issues related to measurement of learning.

And also featuring...

Mark St. John
President,
Inverness Associates

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Susan E. Phillips

Susan E. Phillips is a member of the graduate faculty in the College of Education at Michigan State University and teaches courses in educational measurement with a specialization in legal and policy issues. In addition, she has taught an elective on Legal Aspect of Educational Assessment at the Thomas M. Cooley Law School in Lansing, Michigan. Dr. Phillips' educational training includes both a Ph.D. in educational measurement and statistics from the University of Iowa and a J.D. degree from Cooley Law School.

In the legal/policy arena, Dr. Phillips' research has included papers and presentations on standards setting, performance assessment, testing accommodations for the disabled, testing to award disabled, testing to award diplomas, the Golden Rule remedy, teacher licensure testing, and grade reduction penalties for absenteeism which have been published in nationally recognized measurement and education law journals. By combining her extensive experience in assessment with legal training and policy analysis, she brings a unique perspective to current assessment issues and practice.

Dr. Phillips has also made presentations on legal aspects of assessment issues to a variety of national forums including the NAGB/NCES Joint Conference on Standard Setting in Washington, D.C., the CCSSO Large-scale Assessment Conferences, the AERA/NCME annual meetings, the National Organization on Legal Problems in Education annual meeting, the National Conference of Bar Examiners and several regional conferences including the Michigan School Testing Conference, the Colorado and Mississippi Assessment conferences and the Wisconsin Outcomes Based Education Conference. She has also served on the ETS Visiting Committee, the Author's Committee for the Education Law Reporter and the editorial board of the NCME newsletter to which she contributes a column on legal issues in assessment.

Dr. Phillips has served as an expert witness for cases in Virginia, Alabama, and Texas involving assessment accommodations and test security. She has recently completed a handbook on legal issues in assessment designed to provide measurement specialists, administrators, legislators, policymakers, and others involved in assessment enterprises with a concise summary of the legal and policy implications of high-stakes assessment decisions.

Dr. Phillips continues to work with a variety of agencies on legal aspects of high-stakes assessment. She has provided advice on the MCAT writing examination, accommodations, and alternative performance assessment alternatives for the New York Bar Examiners and Minnesota Teacher Licensure Board, and legal defensibility of the Michigan Law Enforcement exam. She has served on technical advisory panels, made presentations to legislative committees, Boards of Educations, and Education Department staff and/or assisted in the evaluation of legislation and legal challenges in Arkansas, Alabama, Kentucky, Michigan, Minnesota, Mississippi, New Jersey, North Carolina, Oregon, and Texas. Dr. Phillips has also worked with the Weld County and Littleton, Colorado public schools on the implementation of performance assessments for high school graduation.

Michael T. Nettles

Michael T. Nettles, professor of education at the University of Michigan since 1992, is a prominent national policy researcher on educational assessment, student performance and achievement, educational equity, and higher education finance policy. Having been featured in *The New York Times, The Wall Street Journal, U.S. News and World Report, The Washington Post, The Chronicle of Higher Education,* and *Education Week,* his writing reflects his broad interest in many educational issues. Most recent among his numerous publications are these:

- "How Much Can Education Do? Should We Prefer Standardized Tests or High Standards for Everyone?"
- "Equity and Excellence in Educational Testing and Assessment"
- "Minority Representation among Public College and University Degree Recipients, Faculty, and Administrators"
- "Student Achievement and Success after Enrolling in Undergraduate Public College and Universities in Selected Southern States"

In 1996, while serving as the first Executive Director of the Fredrick D. Patterson Research Institute of the United Negro College Fund, he published the comprehensive three volume *African American Education Data Book* series and *Two Decades of Progress.*

Nettles, a native of Nashville, Tennessee, received his bachelor's degree in political science at the University of Tennessee. He obtained a master's degree in political science and a master's in higher education from Iowa State University, where he also earned his doctorate of philosophy in higher education. He is currently vice chairman of the National Assessment Governing Board and chair of the Research and Development Committee of the College Board of Trustees.

speaker information

Mark St. John

Dr. Mark St. John, founder and president of Inverness Research Associates, has a broad background in science and mathematics education at all levels. For over 15 years he has been involved in the evaluation and study of public and private initiatives aimed at improving science and mathematics education.

Dr. St. John and his colleagues at Inverness Research have been involved in many evaluations of reform initiatives in education - from large scale initiatives undertaken by the National Science Foundation and the Department of Education to the study the impact of National Standards to the evaluation of individual science museum exhibits. They have been involved in studying professional development efforts, curriculum design projects, state systemic reform efforts, and informal science education efforts. In recent years his group has focused on helping design, implement, and evaluate systemic reform efforts which are focused at the state, district, and school level.

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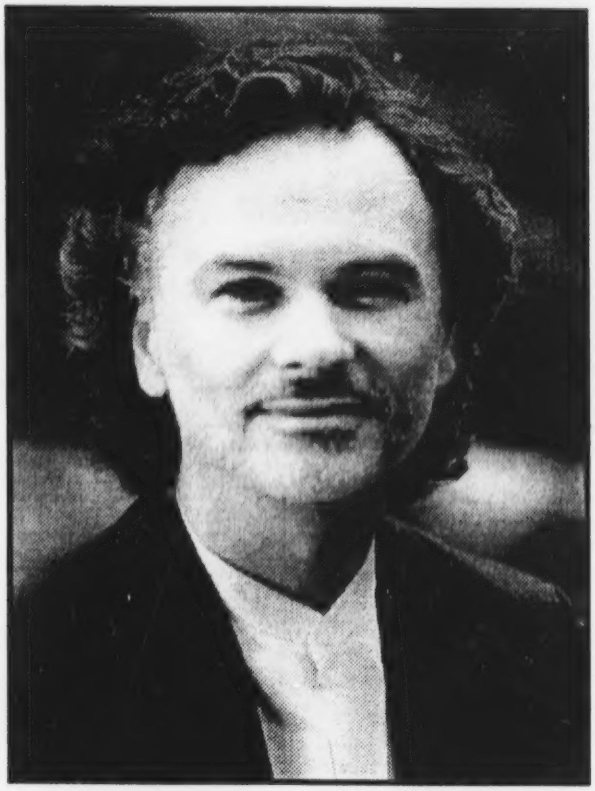
World Café



Myron Kellner-Rogers

Principal, Berkana Institute

Dialogue is an essential process for sustaining change and learning in complex environments. Developing the capacity for dialogue can be daunting. The World Café is an approach that is engaging, intuitive, and fun, while generating powerful conversation about questions that matter. Mr. Kellner-Rogers and his colleagues have used the Café concept in a broad range of settings, including school reform. Come join the World Café in a conversation about accountability and school reform.

Myron Kellner-Rogers

Myron Kellner-Rogers is a principal of Kellner-Rogers and Wheatley, Inc. and a founder and trustee of the Berkana Institute. With two decades of experience as both a consultant and executive, Myron's work now focuses on applying insight from the new sciences of chaos, complexity and self-organizing systems to assist organizations in coping with turbulent environments. Myron works exclusively on developing self-organizing systems; organization which can access the intelligence that exists everywhere within them to create the capacity for continuous change. His clients represent a wide range of industries and international institutions, from Fortune 500 manufacturers to public education, health care, governments and communities.

He is a frequent keynote speaker in the U.S. and abroad, presenting seminars to senior executives, organization teams, community groups and professional associations. He is co-author, with his partner Margaret J. Wheatley, of the new best seller *A Simpler Way* (Berrett-Koehler, 1996) describing the self-organizing evolutionary paradigm for organizations. Myron and Meg have co-authored several articles on the implications of self-organizing systems theory for the design and leadership of organizations.

Prior to co-founding Kellner-Rogers and Wheatley,Inc., Myron wa a founding member of Goodmeasure, Inc. the research and consulting firm led by Rosabeth Moss Kanter, where he co-led a multi-disciplinary research project that contributed to the book, *The Change Masters*, by Dr. Kanter. While there, he led consulting projects in fast growth, high-tech industries. He has also served as a senior executive at Morse Shoe, Inc., a $650 million manufacturer and retailer,s and at Kroin Incorporated, a developer of architectural products.

At the Berkana Institute, Myron has led formal dialogues with managers, consultants, educators and scientists, in an on-going inquiry into how we can simplify and redesign our organizations by applying insights from new science. The Berkana Institute is a charitable, educational and scientific research foundation supporting the discovery of the new organizational forms required for the 21st century.

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concurrent sessions

McREL

2000 Conference

October 19-20, 2000
denver, colorado

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SESSION A PRESENTATIONS

A1.

Leadership Is a Verb, Not a Job Title!

Tim Waters, Executive Director, McREL

To implement current educational reform and accountability mandates, many schools and school districts are entering into changes that are deep, complex, value laden, and conflicted. The skills, strategies, and processes needed to lead a systemic change initiative are not typically taught in graduate school.

This session will be highly interactive as participants share how to recognize the call for systemic change and processes to consider when leading it. This session will be of value to administrators and teachers alike.

A2.

"Two Out of Three Ain't Bad"

Terry O. Albers, Executive Director, Oglala Lakota College Welfare to Work Program

This session is a humorous and thought-provoking presentation on the hurdles, barriers, and politics involved in major change initiatives. Accountability measures for change will be reviewed including an interesting post-evaluation look at what "outcome" measures really mean to the general public or educational decision makers.

A3.

Parent Engagement: Reaching Culturally and Linguistically Diverse Families

Nilda Garcia Simms, Senior Consultant, McREL

This presentation will focus on practical strategies to increase parent/family involvement with special emphasis on outreach to culturally and linguistically diverse families.

A4.

Where Does the Buck Stop?

Policy Panel: Ralph Tanner, Kansas; Rosemarie Myrdal, North Dakota; and Ray Christensen, South Dakota, with Peg Portscheller, Director, Policy Initiatives, McREL

A panel of state policymakers from the McREL region will offer insights about how to balance competing demands for accountability in education. Perspectives from the legislature, the governor's office, and the department of education will be represented.

A5.

Reaching Success Through Accountability

F. Tim Witsman, President, Wichita (KS) Greater Area Chamber of Commerce

The role of schools and parents in education is well-known, if at times hotly debated. The role of employers is less well understood and acknowledged. The presentation will lay out ways in which employers can both provide support to the schools and demand preparation adequate to permit success for graduates in their working careers.

A6.

Accountability: Public Engagement and the Media

Leslie Dahlkemper, Senior Consultant, KSA Plus Communications

Across the country, high stakes testing is spurring new forms of school accountability: mandatory summer school, the end of social promotion, and state takeovers. Today's news headlines place public schools in the middle of this heated debate. But what about the roles the media, the community, and parents play? This session will explore how educators can become more proactive in their public engagement efforts.

A7.

Moving Beyond the Blame Game

Parent Panel with Jana Caldwell, Director of Communications, McREL

With the pressure on nationwide for accountability in education, how do parents weigh in? As key partners in the educational process, parents present their views about the responsibilities of schools and families in the quest for increased student learning.

A8.

A Conversation with Ron Suskind

Ron Suskind, Author

Writer Ron Suskind will engage in conversation with participants, expanding on his earlier observations about identifying and rewarding untraditional methods of achievement that he hopes lead to more broadly accepted standards of progress.

SESSION B PRESENTATIONS

B1.

Accountability: The Federal Debate

Joan Huffer (Sen. Daschle-South Dakota), James Bergeron (Rep. Tancredo-Colorado), Raissa Geary (Sen. Enzi-Wyoming), June Harris (Rep. Clay-Missouri), with Peg Portscheller, Director, Policy Initiatives, McREL

Accountability is at the heart of the current debate on reauthorization of the Elementary and Secondary Education Act. Learn how upcoming decisions by Congress may impact your state and school district. A panel of congressional staff members from the McREL region will examine the status of this important legislation and listen to your perspectives about the federal role in education.

B2.

Connecting Teacher Preparation to Teacher Quality and K-12 Student Learning

Ceri Dean, Principal Consultant, and Pat Lauer, Senior Researcher, McREL

In this session, McREL consultants who worked on the National Awards Program for Effective Teacher Preparation will describe the outcomes and explore implications with participants. The new emphasis on teacher performance data will be highlighted. Participants will discuss the role of teacher preparation in the improvement of teacher quality in their own communities and will brainstorm ways to span the boundaries between preservice and inservice teacher learning.

B3.

Is Performance Pay the Answer?

Shirley Scott, Administrator, Denver Public Schools; Cindy Simms, Superintendent, Steamboat Springs (CO) Schools; and Ellen Bartlett, Assistant Superintendent, Douglas County (CO) Schools; with Dan Morris, McREL Board

Several Colorado school districts are involved with planning or implementing performance pay systems. Representatives from three school districts will discuss how their districts have chosen to approach this ultimate measure of accountability in the context of standards-based instruction and assessment.

B4.

Who's Accountable to Our Students?

Barbara Sizemore, Professor Emerita, DePaul University

In an expansion of her earlier general session remarks, Dr. Sizemore will explore the responsibilities of teachers and administrators to insure equitable opportunities for students to succeed in the era of accountability.

B5.

Strategies to Involve Parents in Mathematics and Science Education

Elaine J.C. DeBassige D'Amato, Senior Program Associate, McREL

This session will introduce participants to materials and strategies used to engage parents in mathematic and science education. Information regarding obstacles to parent involvement also will be addressed.

B6.

How Do They Do It? Lessons of Successful School Reform within Varying District and State Contexts

Judy Florian, Senior Research Associate, McREL

In this presentation, the lessons reported by exemplary elementary, middle, and high schools in more than a dozen states and districts nationally will be presented. This research project is being conducted by nine of the national Regional Educational Laboratories to identify policies at state, district, and school levels that promote and hinder education reform. External factors (i.e., state and district policies and practices), the school culture, and practices affecting instruction will be summarized in this presentation. Participants will be encouraged to identify strategies and policies that can promote reform in their districts or schools.

B7.

Safe Communities–Safe Schools

Tonya Aultman-Bettridge. Center for Study and Prevention of Violence

This presentation reviews the safe communities–safe schools model, designed to bring communities and schools together to create a positive and welcoming school climate free of drugs, violence, intimidation, and fear.

B8.

The School Leader: Responding to Multiple (and Conflicting) Demands in an Age of Accountability

Principal Panel, with Brian McNulty, Vice President of Field Services, McREL

Following a national leadership summit for principals held in Washington, D.C. last summer, principals from the McREL region who attended will present their perspectives about how school leaders can meet demands for accountability from their staffs, districts, communities, and states.

SESSION C PRESENTATIONS

C1.

Value-Added Assessment Model

Joyce F. Bales, Superintendent, Pueblo (CO) School District No. 60

Pueblo School District No. 60 used the Value-Added Assessment Model to measure the effects of district, school, and teacher interventions on the rate of student academic progress. This model, designed by Dr. William Sanders, is a statistical tool for gauging students' academic growth. Learn about the research behind this model and its impact in Pueblo 60.

C2.

Assessing the English Language Learner: Facts and Considerations

Nilda Garcia Simms, Senior Associate, McREL

This presentation will focus on assessment strategies to measure the progress of English language learners. Participants will examine critical factors that affect student performance and learn the differences between the measurement of language proficiency and academic competency. Participants will also receive information on available assessment tools and resources.

C3.
Assessment Toolkit: Professional Development Brings Power to the Classroom
Arlene Mitchell, Senior Consultant, McREL

Learning about assessment should go beyond fulfilling mandates; it should increase teacher comfort and confidence, improve student achievement, and enhance positive effects on students. *Assessment Toolkit* contains text and professional development activities that focus on issues of most concern to teachers. In an engaging, hands-on manner, every level of competency in assessment is addressed in the *Assessment Toolkit.*

C4.
Accountability is a National Disaster
Mark St. John, President, Inverness Research Associates

Dr. St. John asserts that while schools are accountable to the public, inferences drawn from current accountability systems are scientifically flawed. There is no evidence these systems will lead to improvements in teaching and learning.

C5.
Measuring What Matters
Michael Nettles, Professor of Education, University of Michigan

Expanding upon his earlier comments, Dr. Nettles will explore issues associated with assessment of learning, including diverse perspectives about indicators of achievement and the use of testing as a measure of accountability.

C6.
Defending a State Graduation Test: GI Forum vs. TEA
Susan Phillips, Professor of Education, Michigan State University

The Texas graduation test requirement was challenged in federal court because of differential passing rates for Hispanic and African-American students. In January 2000, the court upheld the requirement. Dr. Phillips will review the arguments made by the plaintiffs, the responses of the state, and the findings of the court. Application of the principles of the Texas case to other graduation tests and high-stakes accountability programs also will be discussed.

C7.
CSR Research on Implementing Reform Models
Helen Apthorp, Senior Researcher, McREL

Implementation effects of different Comprehensive School Reform (CSR) models are the focus of this session. Graphic displays, anecdotal evidence, and classroom descriptions and artifacts will illustrate strategies for teaching reading in schools adopting CSR models, including nationally developed models: Success for All, Basic Schools, The Learning Network, and a locally developed Balanced Literacy model. Participants will examine possible implications for student learning and evaluate the potential value of implementing the different models in their own contexts.

C8.
Classroom Instruction That Works
Robert Marzano, Senior Fellow, McREL

"Good teaching makes a difference" is a consistent finding in current literature. This session presents an overview of the best instructional practices found in the research literature and introduces ways these practices can be implemented at a number of levels. Participants learn the nine powerful instructional strategies that are generally effective with any student, at any grade level, in any subject. Specific types of knowledge–such as vocabulary, terms and phrases, details, generalizations, and principles–are applied to instructional practices. A model for sequencing instructional techniques throughout a unit of instruction is also examined.

SESSION D PRESENTATIONS

D1.
Data Analysis to Guide K-3 Reading Instruction
Vicki LaRock, Senior Consultant, McREL

In this interactive Reading Success Network session, educators involved in early reading instruction will identify three types of data and learn how to use each type to make sound instructional decisions at the classroom level. Participants will analyze a set of student data from a classroom assessment tool, identify appropriate prevention and/or interventions based on these data, and explore ways to apply this process to their own situations.

D2.
The McREL School Practices Survey: A First Step in School Reform
Pat Lauer, Senior Researcher, McREL

The McREL School Practices Survey is a 45-item self-assessment measure that asks administrators, faculty, staff, and parents to indicate the degree to which various learner-centered practices "should be" versus "actually are" in place in their schools. Mean ratings are compared to indicate differences in respondents' beliefs and perceptions. Participants will learn about the content of the survey, its purposes, and how the results can be used to support school and district reform.

D3.
World Café Panel
David Livingston, Colorado; Kathy Grafsgaard, South Dakota; and Dave Darnell, Iowa; with Myron Kellner-Rogers, Berkana Institute; and Tim Waters, Executive Director, McREL

Educators who have worked with Myron Kellner-Rogers and experienced the World Cafe will share their experiences and observations about the power of this tool to effect change.

D4.
Strategies for Turning Around Low-Performing Schools
Gail Clark, Senior Consultant, McREL

Federal, state, and local resources are being identified to address the needs of low-performing schools. Strategies will be presented that highlight different perspectives to improve achievement for all students.

D5.
Data Driven Decision Making in the Classroom
Ceri Dean, Principal Consultant, McREL

Clear learning targets are important when the goal is to improve student learning. Learning targets aren't enough, however. Teachers must gather and use data about students' progress toward the learning targets. This session will focus on ways to gather and use data about learning to improve student achievement. It will include discussion of the role of data in helping the school community focus on learning as well as several strategies and tools for getting started.

D6.
Making Connections: Observing Teaching in the Light of Assessment Results
Zoe Barley, Senior Director, Evaluation, McREL

Using videotaped excerpts of teaching, participants will discuss teaching practices that support new standards-based directions in education. Brief training on a classroom observation instrument will enrich both observational skills and the discussion.

D7.
Learning from Assessment: Aligning Assessment to Standards
John Ristvey, Senior Consultant, McREL

Are we assessing what we think we are assessing? This session includes a sample activity from the *Learning from Assessment* middle school mathematics professional development resource by WestEd. Participants analyze the mathematical content of an assessment item to identify which standard(s) it assesses. Participants then determine if the alignment between the item and the standard is strong enough for the "eye" test.

D8.
Standards-Based Grading, Record Keeping, and Reporting
Jane E. Pollock, Principal Consultant, McREL

Grading, record keeping, and assessment are among the most important tasks a classroom teacher performs. Grading provides parents and students with feedback regarding student learning. Assessment and record keeping assist teachers in determining what knowledge students have acquired and to what degree they have acquired it. This presentation will enhance participant knowledge and skill at assessment, grading, and record keeping, specifically in a standards-based classroom or school.

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Reaching Success Through Accountability

McREL Fall Conference
Denver, Colorado
October 19, 2000
10:00 - 11:30 am

F. Tim Witsman
Wichita (KS) Greater Area Chamber of Commerce

Business Education Success Team *2000* Compact

Whereas...*the maintenance of high quality of life in Wichita and Sedgwick County is dependent upon the mutual growth of economic and educational opportunities, and*

Whereas...*the educational system is being called upon to shoulder increasing responsibility in motivating and in directing learning, and*

Whereas...*the citizens of our community must achieve high competencies to secure and maintain a productive life, and*

Whereas...*business and education, through partnership can expand human and financial resources brought to bear on these challenges,*

Therefore, be *it resolved that the Wichita/Sedgwick County education community shall:*

- *Ensure that every citizen has the opportunity to learn to his or her fullest potential and to become a lifelong learner, prepared to perform in the 21st century.*
- *Ensure that teachers and administrators of high quality are employed, retained and recognized for excellence.*
- *Ensure that education institutions achieve an exemplary status locally, regionally and nationally.*
- *Ensure that parents of students have the opportunity to play an active, personal role in the educational process.*
- *Ensure that graduates are fully capable to succeed in the world of work and/or to further pursue life-long learning opportunities.*
- *Ensure that educational achievement is effectively measured and communicated to the community at large.*

Be it further resolved that Wichita/Sedgwick County businesses shall:

- *Commit human, financial and technical resources in direct support of area students and teachers.*
- *Commit technical expertise in support of education administrations.*
- *Commit, wherever possible, utilization of facilities to enhance the learning environment.*
- *Commit business-based professional development and employment opportunities for educational staff and students.*

We the business and we the education leadership of Wichita/Sedgwick County, Kansas, in partnership with all learners therefore do agree to apply our common resources to achieve these said objectives in order to ensure a bright future for our individual and collective citizenry.

** Bold words indicate change.*

Sedgwick County Superintendent Alliance

Education Expectations for Sedgwick County Businesses

What the Sedgwick County Superintendent Alliance says businesses could do to help strengthen our Sedgwick County education systems

The Sedgwick County Superintendent Alliance is an initiative of BEST and the Wichita Area Chamber of Commerce. Working in partnership with business, the goal of the alliance is to apply common resources to education excellence to ensure a bright future for our individual and collective citizenry. This document outlines what Sedgwick County schools expect from business in building excellence in our education systems.

Build Commitment to Excellence in Education

Develop the institutional capacity within the business to participate effectively in building countywide support for education by becoming:

A Pro-Active Business Community

- Institute a company policy statement expressing commitment to excellence in education
- Design communication strategies to indicate the importance of employee involvement in education
- Provide employee recognition of those employees who are involved in education
- Advocate for state education funding priorities and education related issues (pay for performance for teachers, etc.)
- Support business/education partnership programs such as Shadow Day, Teacher Business Network
- Participate in school to career programs to support common goals
- Set expectations and provide training for positive parenting, parent/worker concerns (Parent Education)
- Use the Work Keys system
- Ask for student transcripts and Work Keys scores as part of the hiring process
- Partner on our common employment issues

A School Friendly Workplace

- Support paid time off or employee leave policies for attending parent/teacher conferences or accompanying children during activities
- Allow school personnel to talk to an employee when there is an urgent communication about a child
- Institute paid time off or employee leave policies for volunteering in schools
- Support service on school boards/committees/site councils
- Stop working high school students after 10:00 p.m. or more than 20 hours per week
- Support the First Academics Then Employment (FATE) program

A Business Committed to Listen/Observe

- Get your employees into schools! Visit a school
- Participate in a reverse Shadow Day – business shadows a teacher
- Start a CEO/Principal Day – be a principal for a day!

The Sedgwick County Superintendent Alliance advocates for meaningful strategies which link with business needs to advance Sedgwick County's economic development and quality of life through excellence in education

Members of the Alliance include:

Winston Brooks, USD 259 – Wichita Public Schools
Dennis Shoemaker, USD 260 – Derby Public Schools
Lynn Stevens, USD 261 – Haysville Public Schools
John McDonald, USD 262 – Valley Center Public Schools
Don Wells, USD 263 – Mulvane Public Schools
Tom Ostrander, USD 264 – Clearwater Public Schools
Charles Edmonds, USD 265 – Goddard Public Schools
Craig Elliott, USD 266 – Maize Public Schools
Dan Peters, USD 267 – Renwick Public Schools
Bob Voboril – Catholic Schools – Diocese of Wichita
Ed Miller, BEST Chair, Willis of Kansas
Jon Engelhardt, Dean – College of Education, Wichita State University
Suzie Ahlstrand, The Wichita Area Chamber of Commerce

Statement to USD 259 Board of Education

August 14, 2000

Good evening. I'm Bill Livingston, the Chairman-Elect of the Wichita Area Chamber of Commerce. I'm here tonight to comment on the 2000-2001 proposed budget on behalf of the Chamber.

A group of chamber members, including some of our Board of Directors, recently reviewed the proposed spending plan with your staff. Since then, the Chamber Board of Directors has adopted a position of support.

We are doing this for several reasons, which I'll briefly explain.

- For five consecutive years, there has been continuous improvement in overall students' learning as measured on local standardized tests. This has occurred despite an increase in enrollment and a higher percentage of students from low-income families than other districts.
- The budget reflects the emphasis of the district on continuing the student improvement trend.
- Although the mill levy would increase from 37.6 mills to about 46.2 mills, most of the increase is due to the bond issue, which the Chamber supported.
- USD 259 currently has the lowest school district mill levy in Sedgwick County. Even with the additional 8.6 mills, it's possible Wichita may still be the lowest. We'll have to see what other districts do with their budgets.
- The Wichita School District has held the line on the total budget despite increasing special education costs that are federally mandated, but not totally reimbursed by the state or federal governments. The Chamber has recognized this burden for the past three years. We've been actively lobbying Congress for more help with this mandate.
- Finally, an extensive survey of our membership this year indicated that concerns about the workforce continue to top the list of business issues. Worker quality, availability and recruitment were mentioned more than any other challenge.

Because education is so important to our continued economic health, we believe business and education must be partners in the effort to improve learning.

We've done that in the past and we're pleased to maintain that effort today with our support of your proposed budget.

Thank you very much.

Business Roundtable

Statement of Support for USD 259 Bond Issue Referendum

The Business Roundtable supports the actions of the Wichita Public School System's Board of Education in authorizing that a bond issue referendum in the amount of $284.5 million dollars be placed before the voters in April of 2000. It also urges businesses and the overall citizenry located within Unified School District 259 to vote "yes" in favor of the full issuance and for the allocation of these funds as recommended by the Facility Master Plan Steering Committee (Steering Committee).

The above position was arrived at on the basis of the following:

1. ***Need.*** The Steering Committee conducted an exhaustive evaluation of the need for facility improvement through a local (internal) assessment and as compared to school systems at the state and national level. Clear and widespread problems negatively affecting the teaching/learning environment were confirmed along with concern about student safety.

2. ***Student Learning.*** Throughout the process of determining facility needs, the steering committee focused on developing or improving an environment that is centered on student learning. It is the Roundtable's conviction that learning is enhanced in surroundings which are conducive to learning. Successful businesses which depend upon the productivity of their employees and on customer loyalty to remain competitive invest in facilities which foster these ends. Our schools should be no different.

3. ***Performance.*** The Wichita Public School System has become a pacesetter in establishing standards for performance and graduation requirements. Some notable progress has been made despite the poor condition of facilities, e.g. student test scores have improved for five consecutive years. This is a credit to the Board, administration and our teachers.

4. ***Economic Development.*** As goes the education system, so goes our community's economic viability. This has been shown to be the case in communities across the country. In addition, the quality of an area's work force and education/training system has become the number one site selection criteria for CEO's and site selectors. Learning environments (facilities) confirm how serious we are about educating our citizens for further learning and work.

The Business Roundtable will continue to be an advocate for standards, high expectations and accountability within our schools, colleges and universities. It's members look forward to continuing that advocacy as we work together to improve our community's educational opportunities and work force.

Resolution

In Support of Education System Enhancement

Issued by

Wichita Business Roundtable

(An Initiative of The Wichita Area Chamber of Commerce)

December 2, 1999

WHEREAS, in order to productively compete in the increasingly competitive global economy, employers require employees with the skills necessary to continuously learn, and

WHEREAS, high standards and accountabilities must remain at the core of the Wichita Public School System's operational philosophy, and

WHEREAS, Wichita schools should have world-class facilities with state-of-the-art technology in order to give our youth a competitive advantage, instill pride and support Wichita's current and future employment needs, and

WHEREAS, the Wichita Public School System is evaluating the possible issuance of bonds for facility renovation and related system improvements.

NOW THEREFORE, BE IT RESOLVED that the Business Roundtable and The Wichita Area Chamber of Commerce support the development of a carefully structured plan to improve the Wichita Public School System (USD 259) and would endorse a bond election to be put before the voters no later than April of the year 2000.

BUSINESS ROUNDTABLE

Who are we?

Our Vision:

A Wichita/Sedgwick County work force, which is highly qualified and motivated to continuously learn, and an education, training and recruitment system that fosters that vision.

Our Role:

- To ***monitor*** work force demand and supply concerns
- To ***champion*** education and training system improvement
- To ***evaluate*** federal and state policies
- To ***measure*** results
- To ***advise*** Chamber staff

Our General Priorities:

- Education and training system improvement and accountability
- Communication of work and skill competency expectations
- Encouragement of life-long learning
- Local design and management of work force development initiatives
- Measurement of success in light of global competition

Our Membership:

Doug Mahin, Raytheon Aircraft Co. (chm.)
Suzie Ahlstrand, The Chamber
Mike Germann, The Boeing Company
Fred Ade, Case Corporation
Bill Phillips, The Coleman Company
LeRoy Rheault, Via Christi Health System
Jim Schwarzenberger, The Chamber
Jeff Turner, Boeing Commercial Airplane Group
John Ast, LSI Logic
Ron Collins, Collins Enterprises Inc.
Ann Konecny. Foley Equipment Company
Steve Martens, The Martens Companies
Peter Pitz, The Wichita Eagle
Peter Salmeron, Complete Landscaping Systems, Inc.
Denny Senseney, Senseney Music, Inc.
Paul Tobia, Vulcan Chemicals

2000
Business Roundtable
Committee Objectives and Priorities

Ron Collins, chairman 1/00 to 5/00 *Doug Mahin*, chairman 6/00 to 12/00

A. **Standards and Expectations Committee**
Chairman: *Denny Senseney*
Members: *Steve Martens, Peter Pitz, Bill Phillips, LeRoy Rheault*

Objective: Motivate and help students (of all ages) and education/training providers to meet or exceed the work force expectations of area employers.

Priorities:

- Update and continue distribution of the "Expectations for Career Success" document to K-adult education and training customers.
- Complete an analysis of the of the "Expectations" document and distribute it to appropriate audiences.
- Complete and effectively distribute "A Case for High Expectations" to the south central Kansas Region
- Develop a Work Keys "Certificate of Mastery" to be awarded to high school juniors who achieve the levels outlined in the "Expectations document.
- Provide a forum whereby the Sedgwick County Superintendent's Alliance may communicate education's expectations of business.

B. **Education, Training and Employment Committee**
Chairman: *Fred Ade*
Members: *Doug Mahin, Ann Konecny, Peter Salmeron, Paul Tobia*

Objective: Influence the establishment and/or improvement of education, training and employment systems which respond to the needs of area employers.

Priorities:

- Interface with the Board of Regents and other state and local entities in support of an effective local governance and funding system for technical and higher education.
- Provide leader ship in establishing and evaluating a Local Work Force Investment Board and a One Stop delivery system.
- Influence the establishment of systems to encourage graduates to return to Wichita.
- Help ensure local degree options are responsive to the changing needs of business and industry.

C. **Evaluation Committee**
Chairman: *Mike Germann*
Members: *Ron Collins, John Ast, Jeff Turner*

Objective: Determine the current and future work force needs and evaluate how local/area education, training and employment systems are meeting those needs.

Priorities:

- Collaborate with area institutions in the design and implementation of a skill needs survey and analysis.
- Aid in a thorough evaluation of the Wichita Area Technical College including a financial and operational audit.
- Evaluate the form and substance of the bond proposal for USD 259 funding giving utmost attention to "learner-centered" priorities.
- Evaluate other initiative, as needed, and report findings to the Business Roundtable as necessary.

What We've Accomplished

(1999-2000)

The Business Roundtable became operational in the fall of 1998

1. **Enhanced** the priority given to work force issues in economic development planning for Wichita/Sedgwick Co. and strengthened the position of business as a primary customer of the education and training system.
   Educators and trainers look to the Roundtable for advice and program endorsement.

2. **Promoted** the skill needs and related attributes necessary for career pursuits in Wichita/Sedgwick Co. (*"Business Expectations for Career Success in Wichita"*).
   Document has been updated by Business Roundtable and reprinted. Distribution continues.
   Audiences to date *(partial list)*:
    - State Commissioner of Education
    - Kansas Industrial Developers Association
    - Sedgwick County Superintendents Alliance
    - Wichita Board of Education
    - Wichita Area Technical College, faculty, staff and students
    - Various schools, colleges, universities (ongoing)
    - Wichita Area Chamber of Commerce membership

3. **Completed** a survey of businesses to determine satisfaction with the skills of area graduates.
   Results being shared with selected individuals and groups.

4. **Motivated** the Wichita Board of Education to give priority to the short-and long-term enhancement of the Wichita Area Technical College resulting in the establishment of a task force with the following objectives:
    - Operational audit of WATC
    - Financial audit of WATC
    - Skill needs analysis in Wichita/Sedgwick Co.

   The operational and financial audits are complete. The Task Force has developed a document outlining the characteristics a "world class" technical college should possess, has presented this to the BOE and is moving forward with the development of more detailed recommendations. A comprehensive labor market survey is underway.

5. **Supported** the City of Wichita in its proposal to establish a One-Stop system in South Central Kansas for employment and training services and **positioned** The Chamber to play an active role in implementation. Conducted a SWOT analysis with the chair of the Local Work Force Investment Board (LWIB) about work force concerns and priorities.
   LWIB being formed and oriented to its responsibilities. Operations formally begin on July 1, 2000. Dispute regarding SDA boundaries to be studied by state-wide task force (chaired by Ken Bell).

Current/future considerations

Work force demographics and related core issues:

- Total work force in the Wichita MSA exceeded 300,000 for first time (July 1999)
- Wichita MSA unemployment rate: 1997: 3.4% 1998: 3.3% 1999: 3.7%
- (April 2000 MSA unemployment rate 3.7%)
- Shortage of skills continues in technical/IT disciplines
- Current slackening of growth in employment but increasingly severe worker supply shortfalls projected
- Increasing challenges with employee turnover and work attitude/work ethic issues
- Key manufacturing skills in short supply and not being replenished
- Increasing minority population and population aging
- Increasing shortfall in numbers of workers required through 2030

Education, training and employment issues:

- Good progress made on standards and assessments…must continue
- USD 259 passed major bond election…money must be invested well
- Wichita Public School System continuing master plan for curriculum development and graduation requirements…will continue to need employer support, advocacy
- Work Keys being incorporated into schools, some colleges but employer use of system minimal
- Lack of research, planning and investment in preparing citizens for careers in information technology and in key manufacturing disciplines
- State budget shortfalls putting education improvement programs at risk
- Wichita Area Technical College at crossroads…need to revisit mission, target population, governance, administration, etc. Good opportunity with new administrator and BOE interest
- WATC failed to meet criteria for candidacy status for North Central Accreditation
- Opportunity to strengthen the oversight and management of federal funds for work force development particularly as driven by the new Work Force Investment Act and the Local Work Force Investment Board
- Opportunity to strengthen State-local relations and effectiveness in meeting work force development needs
- Creative and ambitious worker recruitment and retention needed more than ever

Developing an Effective Work Force Development System In South Central Kansas

GOAL: A top quality one stop employment and training system which is a true asset to the citizens of our community and to our economic development objectives.

OBJECTIVE: A One Stop Center and satellite system which is designed by and for SDA IV public and private stakeholders specifically in response to local/area needs.

OVERARCHING ISSUES:

- International competition will intensify
- Workforce issues of availability, quality and systems represent the number one concern for site selectors, CEOs…considering capital investment in growth
- Continuous improvement (resulting from changing stakeholder needs) is essential
- Talented people will gravitate to where the best jobs are and to where the best education and training systems are
- We will succeed or fail as a result of what we do at the local level

KEY PRINCIPLES OF WIA AND ONE STOP:

1. Streamlined services and no "wrong door"
2. Choice of training through vouchers
3. Universal access to workforce development systems
4. Accountability through strict performance measures and including continuous improvement measures
5. A strong leadership role for business…with real authority to plan, oversee and change the workforce system at the state and local levels

The Chamber's Role
In Developing A Competitive Work Force For Wichita/Sedgwick County

Milestones	Timeframe	Focus
1. Education and Training Becomes Priority	1986/87	K-12
2. Identification of Skill Needs	1987/88	Awareness
3. Development of a Common Vocabulary Between Business and Industry (SCANS)	1989/90	Programs
4. Private Sector Advocate for High Expectations and Accountability	1991/93	Reform
5. Education and Training Becomes Top Priority	1994/96	K - Career
6. Recruitment Becomes Priority Retention a Concern	1996/98	Programs
7. Business Driven Expectations and Accountability	1998/99	K – Career
8. Knowledge Supply Management	2000/01	Systems

Future Issues/Challenges

The Chamber has been successful in making the business community more aware of the importance of workforce development, in implementing results oriented education and training programs, in recruitment and in achieving standards and measures in our education system. Chamber staff sees our key future challenges to be as follows: a) ensure that high standards and accountability in our education systems are maintained, b) improve, or establish new, governance and funding systems for our technical college, c) more aggressively, creatively and effectively recruit skilled workers, and d) more effectively engage business community leadership in championing the workforce development cause.

Diplomas and Graduation Requirements

Wichita Area Chamber of Commerce Statement
In Support of Continued Educational Improvement

Approved by The Chamber Board of Directors on August 23,2000

The Chamber applauds the Wichita Pubic Schools Board of Education and its administration for staying the course. The dividends of enhanced standards, assessments and accountabilities as reflected in higher test scores and overall student achievement are emerging. We now have an opportunity to continue system enhancements and establish a rewards (diploma) system which fosters the cause.

During the past 15 years The Chamber, and more recently the Business Roundtable, have been leading advocates for higher standards, measurement and accountability within our education and training system in south central Kansas. We recognize that moving in this direction is a difficult task requiring tenacity and a continuous focus on the vision of a world class educational system. The products of such a system are: graduates with self confidence and the skills necessary for further education or employment, and employers with productive employees.

Clearly, our individual and collective economic success hinges on the success of our schools.
Therefore, The Chamber supports a diploma system which:

A. Establishes minimum standards that include objectively measured achievements in math, reading and writing,
B. Incorporates a timely, mandatory, reasonable and effective intervention system which affords all students the opportunity to work on skill deficiencies,
C. Recognizes the particular needs of our special education students,
D. Encourages engagement and accomplishment in the sciences and the liberal arts,
E. Coordinates curriculum, teacher training, assessment and intervention programs to maximize the percentage of students who graduate with marketable skills and/or the abilities to succeed in further educational pursuits,
F. Recognizes students who achieve higher levels of performance in academic and/or technical skill disciplines,
G. Capitalizes on the commendable progress made to date by the Board of Education, administration and teachers throughout USD 259 in advancing the cause for standards and accountability.

In formulating the above thoughts on graduation requirements and the diploma/s to be awarded our public school students, The Chamber recognizes several educational and social implications:

1. We lack a uniform national or state academic standard for graduation making local or unilateral higher standards susceptible to challenges on many fronts. *However,* this affords us the opportunity to build a system with our local needs in mind.
2. Changing long established and often entrenched systems requires the education of students, parents, teachers and the community at large. *However*, Wichita has already come a long way in communicating the importance of this issue to many groups of stakeholders.
3. Those who perceive themselves to be adversely affected will be reluctant to accept change and, in fact, will likely argue passionately against any change. *However*, The Board of Education has established intervention strategies which help ensure every opportunity for success.
4. Some student flight may result from the establishment of higher standards (moving to other districts or dropping out). *However,* we believe that time will prove the commitment to higher standards to be a far greater attraction for families than a detraction.
5. An educational system characterized by high standards will not be successful unless parents support the overall objectives and the integrated intervention strategies. *However,* we believe parents are increasingly expecting if not demanding higher standards.

Our community has another opportunity to take a bold step toward the realization of a world class school system. We encourage the Wichita Board of Education to keep standards and accountability at the forefront while every effort is made to ensure fair and equitable treatment for all.

Dual Diploma Survey Results
1,700 Surveys faxed, 94 returned, 5.5% return rate

1. Would you ask prospective employees if they had a Wichita Public Schools "assessment endorsed" diploma?
   (66) Yes 70% (25) No 27%
   (3) Undecided 3%

2. Why yes? See survey

3. Why no? (6) College degree/certifications; (4) Resume/experience;
   (5) Discriminatory; (9) No difference/opinion; (1) High stakes

4. Would you give holders of the USD 259 "assessment endorsed" diploma any sort of preference in hiring or the interview process?
   (63) Yes 67% (29) No 31%
   (2) Undecided 2%

5. When you make a decision to hire a NEW employee, check your top five criteria that are important to you in the hiring process.

Rank 2000 Fax	**Responses**	**Percentage**	**Rank 1997 Survey**
1. Attitude and demeanor	80	85%	1
2. Previous work experience	75	80%	4
3. Integrity and honesty	60	64%	2
4. Longevity with previous employers	44	47%	3
5. Professional/technical training	41	44%	6
6. Years of completed schooling	35	37%	8
7. Recommendations from previous employer	32	34%	7
8. High school diploma	22	23%	N/A
9. Professional/technical certification	20	21%	10
10. Recommendations from other employees	19	20%	7
11. Scores on interview tests	17	18%	11
12. Grades earned in school	15	16%	12
13. Attendance in school	4	4%	9
14. Work Key scores	3	3%	N/A
15. Military experience	2	2%	13

Executive Summary of the 1999-2000 BEST-TLTT Grant Project Evaluation

The Wichita Area Chamber of Commerce BEST Targeted Learning Through Tutoring (TLTT) program was implemented in the fall of 1999 in an effort to provide better coordination of tutoring programs involving Boeing employees in school districts located in the greater Wichita metropolitan area. The BEST-TLTT program was partially based on the model developed by the Wichita Public Schools TLTT District Tutoring Office. Over the past six years, the Boeing Company of Wichita has provided financial support for tutoring programs as well as allowed employees release time from their normal workday to provide tutoring services to students in school districts located in the greater Wichita metropolitan area. The Wichita Area Chamber of Commerce BEST Targeted Learning Through Tutoring (TLTT) program was implemented in the fall of 1999 in an effort to provide better coordination of tutoring programs involving Boeing employees in participating school districts

Although not included under a specific objective, a review was made of the School Plans developed and submitted by building principals to the BEST-TLLT Tutoring Coordinator outlining how they would implement tutoring programs at their schools utilizing materials and support provided through the BEST-TLTT Grant. The review revealed that, overall, school plans appeared to be well developed in most areas. However, some plans did not give details regarding how activities would be carried out. For example, when asked how a school would monitor tutor participation including accommodation of student and tutor absences, several of the schools entries included remarks such as "Classroom Teacher initiated" and "check in at the Office".

It is recommended that a model School Tutoring Plan and/or a set of guidelines be developed and shared with BEST-TLTT building administrators at the start of 2000-2001 outlining specific information that might provide more specific guidance for how schools could improve the details included in their plans. It would also be helpful for purposes of evaluating the program, if one consistent measure of assessing student performance across all schools could be developed. This could include a common pre-post tests, or a rating scale that could be used by teachers that would speak to specific grades earned by students and/or the number of tutoring assignments completed.

Summary of Key Findings related to Objective 1.

Students in participating schools will demonstrate improved academic performance in the area being tutored.

Overall, there was a high level of agreement that students participating in the BEST-TLLT Boeing tutoring project improved academically in reading/language arts as well as math. In general, teachers reported that students' grades also improved as a direct result of being involved in the tutoring program. On average, almost 90% of all responses made by teachers, students and tutors on surveys items designed to assess the impact Boeing Tutors had on student academic performance were positive. Based on this level of feedback, it can be concluded that support provided through the BEST-TLTT Boeing Tutoring program was perceived to have a significant impact on helping students be more successful academically.

As stated earlier, it is recommended that more direct means of measuring student academic performance be developed across schools for the 2000-2001 school year.

Summary of Key Findings Related to Objective 2.

Targeted Learning Through Tutoring will be publicized in a way that increases awareness, understanding and respect for the program in the community and beyond.

The BEST-TLTT program, in its start-up year, concentrated more on identifying schools and matching those schools with tutors than publicizing the program. However, targets set in the action plan were met through the accomplishment of the following:

- The BEST-TLTT Coordinator met with the Sedgwick County Superintendent Alliance in September of 1999 and followed up with 2 reports to meetings held in February and March of 2000.
- 4 reports were made during the Business Education Success Team Council meetings: held January 17, March 12, April 14 and May 12.
- A report was made to the Chamber Board of Directors Executive Committee - April 25, 2000.

In addition, Suzie Ahlstrand reported that she would be working jointly with Carol Rupe, Wichita Public Schools TLTT Coordinator, to increase media coverage for the BEST-TLTT Grant during the 2000-2001 school year. She is in hopes to build on the successes of this year's program in recruiting and placing more tutors from Boeing and other business partners in schools during the coming year.

Summary of Key Findings Related to Objective 3.

Tutors, students, tutor coordinators, parents of students' served, school administrators and teachers of students served will express high levels of satisfaction with the TLTT program.

Tutors, students, and teachers were unanimous in expressing high levels of satisfaction regarding the TLTT tutoring program. In most cases over 90% of all responses made on survey items considered to indicate levels of participant satisfaction were positive. One comment made by a Boeing Tutor reflects the sentiments of that were typically found among responses on the Tutor Feedback Form:

> "What a wonderful way to give back to the community. I gained as many benefits as the students, I feel."

Based on the positive feedback from participants, it is recommended that the present level of services provided to schools through the BEST-TLLT Boeing Tutoring Program be continued and, where possible, additional resources be sought that would meet all the requests made for tutors submitted by the schools.

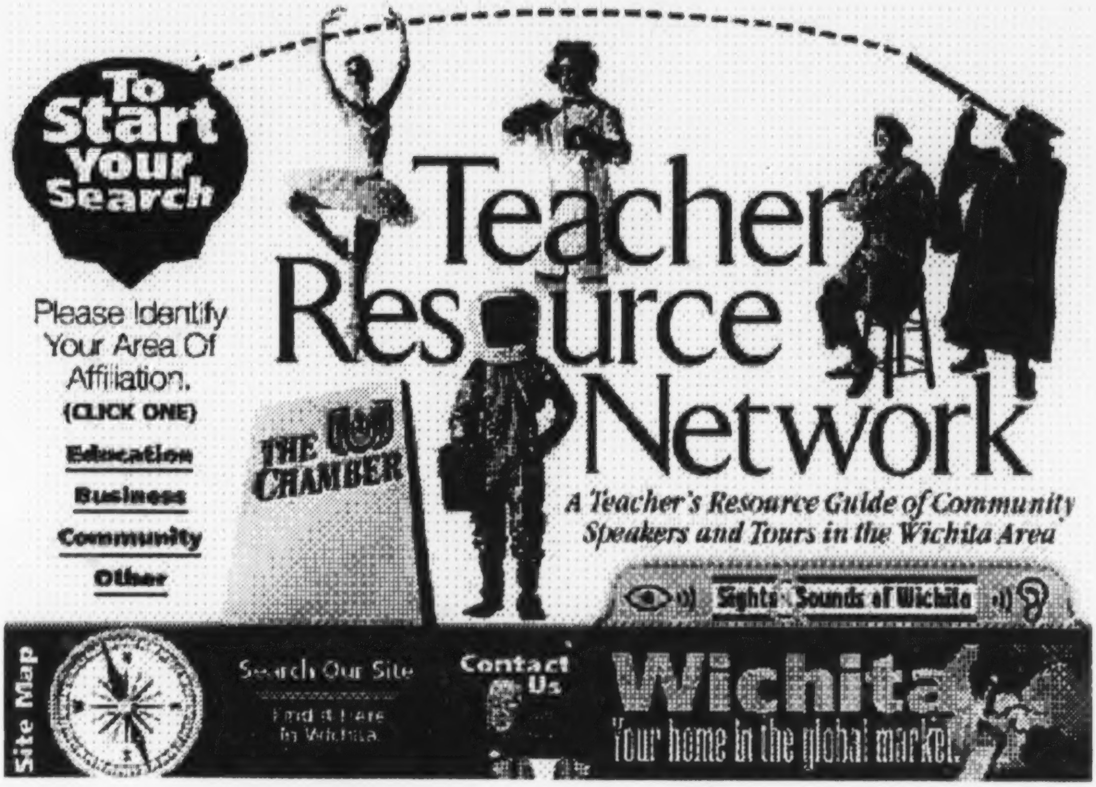
At the beginning of 1999, over 200 tutors were requested by participating schools. Even though the BEST-TLTT Office made every effort to respond to each schools needs, there were insufficient numbers of Boeing volunteers to fill the requests.

Therefore, only about 50% of the students identified as needing tutoring support through the BEST-TLTT program were matched with a Boeing Tutor during 1999-2000. One of the tutors suggested the following on their feedback form that might be helpful in involving more Boeing employees in the tutoring program:

> "Make sure all Boeing Managers are aware of the tutoring program and pass the info to their employees. This is one of Boeing's better programs. Kids in America need good role models."

Concluding Remarks

In conclusion, information gathered during this program review provides evidence that the BEST- Targeted Learning Through Tutoring program has provided support for 54 schools in 19 school districts located in communities immediately surrounding Wichita, Kansas. Through the joint effort of personnel in the BEST-TLTT Grant Office and from Boeing, over 100 Boeing tutors were identified and placed with students in schools. Although needs continue to exist for additional tutors and resources, evaluation data strongly suggests that students, teachers and tutors who participated in the program concurred that students that worked with a Boeing Tutor improved academically. There was also a high level of satisfaction expressed among participants with their involvement in the BEST-TLTT Grant.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Teacher Resource Network

Teacher Resource Network
About Teacher Resource Network
Teacher Assistance
Speaker/Tour Sign Up

Teacher Resource Network

Welcome to the Teacher Resource Network...
Your Guide to Community Speakers and Tours.

Use this as your first resource to visit for special classroom or event planning. In addition, you are invited to volunteer to be a speaker or provide tours for your company. We also encourage you to share this information with your colleagues or employees.

For more program information, as well as volunteer information, click on one of the options below.

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To begin your search of community speakers and tours, start here:

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Tour Availability

BEST
Business Education Success Team

THE CHAMBER

For additional information contact Suzie Ahlstrand, BEST Vice President, **(316) 268-1135**.

|| Teacher Resource Network || Teacher Resource Network Introduction ||
|| About Teacher Resource Network || Teacher Assistance || Speaker / Tour Sign Up ||

Teacher Resource Network

Teacher Resource Network
About Teacher Resource Network
Teacher Assistance
Speaker/Tour Sign Up

Teacher Resource Network
About The Program

The Teacher Resource Network is developed as a resource tool for educators as they look to the community for individuals and businesses to share real-world expertise with students. It is designed to be a complete planning tool with a list of more than 200 speaker volunteers, 50 company tour options, on-line speaker/tour registration and a teacher assistance section.

The Teacher Resource Network is a joint project between all Sedgwick County public school districts, the Catholic Diocese of Wichita, Business Education Success Team (BEST), The Wichita Area Chamber of Commerce, Society of Human Resource Management (SHRM), and American Society for Training and Development (ASTD).

In addition to educators, other people and organizations in the community are welcome to use this network as well.

For additional information contact Suzie Ahlstrand, BEST Vice President, **(316) 268-1135**.

Disclaimer

This network is provided as a resource reference only. The Sedgwick County Schools, Catholic Diocese Schools, BEST, The Wichita Area Chamber of Commerce, SHRM and ASDT do not necessarily endorse the views of speakers listed in this directory.

Most of the speakers and topics can be adapted to fit different ages and special education needs. Educators should discuss any specific concerns regarding subject matter to be presented, maturity level and special needs of the class with speakers prior to their presentation.

The speakers in this network are volunteers donating their time. Most of them hold full-time jobs and may not always be readily available. If scheduling becomes too difficult, they may know other available speakers or be able to provide resource materials.

Because this is a dynamic program with volunteers entering their own listing information, The Chamber is not responsible for errors found in the entry content.

|| Teacher Resource Network || Teacher Resource Network Introduction ||
|| About Teacher Resource Network || Teacher Assistance || Speaker / Tour Sign Up ||

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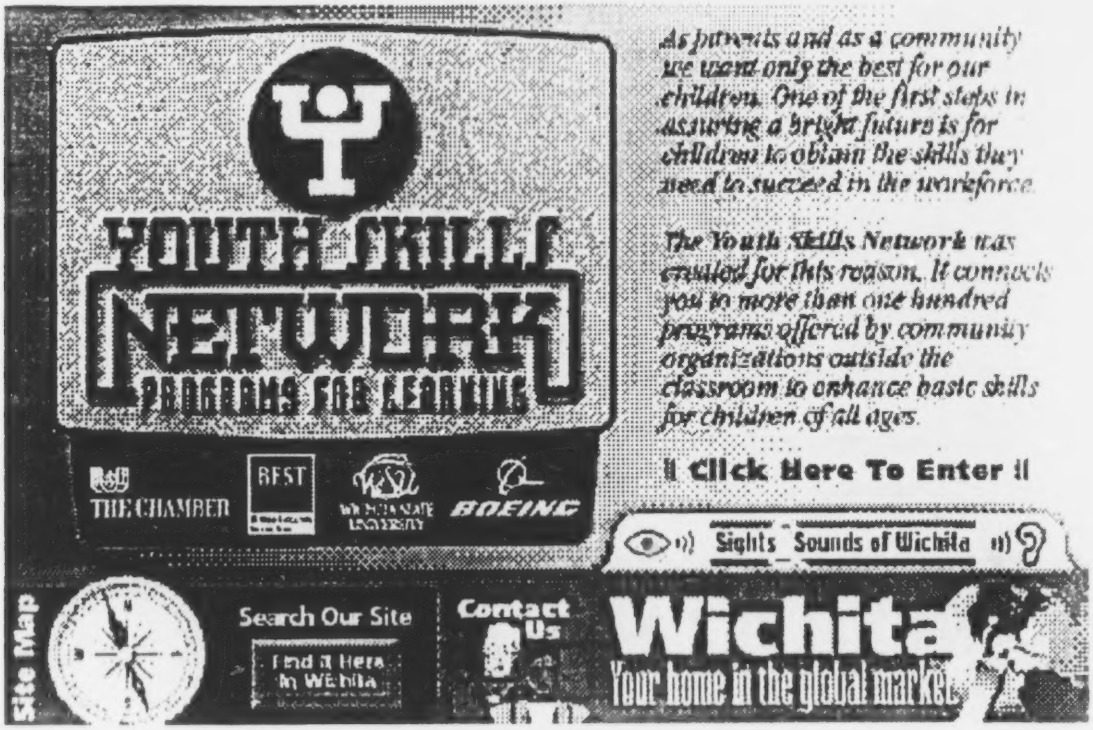

As parents and as a community we want only the best for our children. One of the first steps in assuring a bright future is for children to obtain the skills they need to succeed in the workforce.

The Youth Skills Network was created for this reason. It connects you to more than one hundred programs offered by community organizations outside the classroom to enhance basic skills for children of all ages.

YOUTH SKILLS
NETWORK
PROGRAMS FOR LEARNING
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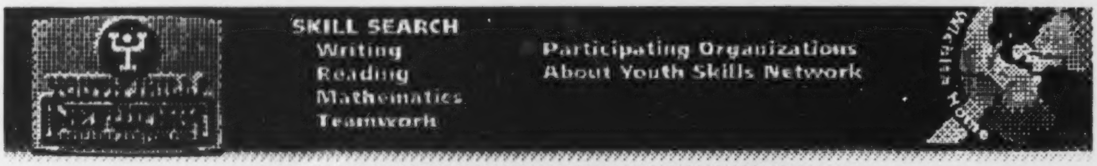
SKILL SEARCH
Writing
Reading
Mathematics
Teamwork
Participating Organizations
About Youth Skills Network

Youth Skills Network
Programs For Learning

Welcome To The Wichita Area Youth Skills Network

How It Works

Listed below are four Work Keys skill categories in the Youth Skills Network. When you click on a Work Keys skill, the next screen will provide definitions for the different skill levels within that category.

Once you have determined the appropriate skill level, just click and you'll find key information for organizations and programs offered that match your interest.

Click on the Work Keys skill category listed below to begin your search.	**Click below for a complete organizations listing.**
Writing **Reading** **Mathematics** **Teamwork**	**Participating Organizations** Including those offering non - Work Keys programs.

Summaries of Work Keys skill levels referenced above are in keeping with national trends, advertised entry-level job requirements and alignment with Wichita Public School District curriculum standards primarily driven by the Wichita business community.

However, some participating organizations offer programs that are not yet tied to these requirements. Therefore, these organizations and programs will appear only in the organization list above.

For more information, or to find out how your organization can participate, contact Suzie Ahlstrand, BEST Vice President, **(316) 268-1135**.

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SKILL SEARCH
Writing
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Mathematics
Teamwork

Participating Organizations
About Youth Skills Network

Youth Skills Network
About The Program

This program follows the ACT Work Keys system and is in alignment with Wichita Public School District curriculum standards. It has been made possible through the cooperative efforts of BEST (Business Education Success Team), The Boeing Company, Wichita State University Interdisciplinary Communication Research Institute and the Wichita Area Chamber of Commerce.

THE CHAMBER BEST Business/Education Success Team WICHITA STATE UNIVERSITY BOEING

Information published in this database is gathered and carefully compiled to insure maximum accuracy. The Wichita Area Chamber of Commerce and its agents cannot, and do not, guarantee the correctness of all the information furnished them nor the complete absence of errors or omissions. Thus, no responsibility for these can be, nor is, assumed. In addition, organizational participants are responsible for submitting updated information to The Chamber, and as such, The Chamber cannot be held responsible for dated material. The inclusion of an organization and its programs in this database does not serve to endorse the programs or services offered by such organizations.

For more information, or to find out how your organization can participate, contact Suzie Ahlstrand, BEST Vice President, **(316) 268-1135**.

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SKILL SEARCH
Writing
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Youth Skills Network
Participating Organizations

African American Male Leadership Academy
Improve the quality of life for African American males, develop healthy minds/bodies and build leadership skills in youth.

American Diabetes Association
To prevent and cure diabetes and to improve the lives of all persons affected by diabetes.

American Red Cross
The American Red Cross, a humanitarian organization led by volunteers and guided by its Congressional Charter and Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disaster and help people prevent, prepare for and respond to emergencies.

Assistance League of Wichita
To act as a friend at any and all times to men, women, and children in need of care, guidance and assistance, spiritually, materially and physically.

Big Brothers & Sisters of Sedgwick County
Serving children at risk through the association with an adult volunteer.

Botanica, the Wichita Gardens
A regional horticultural complex providing an educational, scientific and aesthetic cultural experience.

Boy Scouts of America--Quivira Council
Youth development

Broadway Christian Church
Mission Statement N/A

Catholic Charities, Inc.
To demonstrate the Gospel values of love and justice through service, education, advocacy and collaboration.

Center Industries Corp.
Employment of persons with disabilities.

Cerebral Palsy Research Foundation of Kansas, Inc.

To provide individuals with disabilities customized services, supports, and technologies to faciliate their chosen economic and personal independence, with emphasis on employment and personal independence, with emphasis on employment and training.

Challenger Learning Center of Kansas
Education for 6th-8th graders in math, science and technology.

Child Care Association of Wichita/Sedgwick County
To provide comprehensive early child care services and support

Children's Museum of Wichita
To provide science and humanities programs and exhibits that are stimulating, educational an entertaining for children and families. The Children's Museum is operated by Exploration Place, the new creative learning center.

College Hill United Methodist Church
Leading our denomination and community in celebrating the spirit of God, nurturing compassion as expressed in Christian traditions, and responding to the contemporary world.

COMCARE
Serving the mental health needs, the alcohol and drug dependency issues, and the developmental disabilities of the citizens of Sedgwick County.

Consumer Credit Counseling Service
Aid individuals and families with financial problems through education, budget planning, money management and planned debt liquidation.

Deaf and Hard of Hearing Services
To promote the general welfare of the deaf, hard of hearing and support groups in Wichita and the surrounding communities.

Episcopal Social Services, Venture House
Serving the disadvantaged and disenfranchised.

Gateway Reading Program
Remedial reading--elementary level.

Good Samaritan Clinic
Medical care in Jesus' name for low income persons age 14+ who live in Sedgwick County.

Governor's Reform AmeriCorps Service Project
Tutor/mentor children.

Grace Presbyterian Church
Teaching children to imporve reading skills

Grant Chapel AME Church

To assist students in grades 1-6 in honing their basic thinking, social, and practical skills.

Hilltop Evangelical Free Church
Community based church--to reach the Hilltop Community.

Hope Street Youth Development
To help inner city youth academically and with personal development.

Judge James V. Riddel Boys Ranch
Level V treatment for juvenile offenders.

Kansas Children's Service League
Protect and promote the well being of all Kansas children.

KANSEL (Kansas School for Effective Learning)
To provide basic skills training to meet the changing educational requirements of the workplace.

KGE--C.O.P.E. Program
Provide positive role models for minority or at risk students, third grade through middle school.

KSU Research & Extension--Sedgwick County
To provide educational strategies and opportunities for youth and adults to work in partnership as they develop life skills to become healthy, self-directing, contributing member of society.

Literacy Resources of the Metropolitan Area
To enable people to achieve personal goals through literacy.

Medical Service Bureau
Assist low income residents of Sedgwick County with prescriptions, eyeglasses, and eye exam referral.

Mental Health Association of South Central Kansas
Victory over mental illness.

Mid America All-Indian Center
Preserve and share Native American culture, history, and heritage.

National Conference for Community and Justice
Fight bias, bigotry, and racism through advocacy, confict resolution, and education.

Neighborhood Initiative
Grassroots mobilization, citizens taking responsibility for their community.

Project Discovery
Provide middle school to high school students campus tours.

Regional Prevention Center
To provide innovative leadership in the prevention of substance abuse.

Roots and Wings, Inc.
Advocacy for children in the court system; prevention of abuse and intervention for neglected children.

Save Our Children
Raise math and reading levels/skills.

Sedgwick County Zoo
Display and interpretation of flora and fauna.

SER Corporation
Service Employment Retraining

Sista Girl Book Club
To promote and nurture the reading, writing, and analytical thinking skills of African-American girls ages 7-18 as well as reduce their dropout rate.

Special Olympics--Kansas
Provide sports training and competition to children and adults with mental retardation.

Teen Heartline
Helping hotline for teens.

The Salvation Army--Biddy Basketball
Approximately 2,640 participants from the ages of 5-13 play basketball at the cost of $110. All participants benefit by developing teamwork skills from this program.

Trees for Life
Planting fruit trees in developing countries.

United Methodist Health Clinics
Health Care Concepts

United Methodist Urban Ministry
To be channels of God's love to people in need.

United Way of the Plains
The United Way Volunteer Center, a branch of the United Way of the Plains, serves as a clearinghouse for the recruitment and referral of volunteers to agencies and organizations throughout South Central Kansas and educates nonprofit agencies in the utilization of those volunteers.

University United Methodist Church
Proudly located at the corner of 21st and Yale, Unversity Church celebrates our diverse congregation, neighborhood, and the Wichita State University Campus. Created by God, redeemed by Jesus Christ, and empowered by the Holy Spirit, we welcome and embrace diverse ideas and cultures. God calls us to be faithful, joy-filled disciples of

Christ, sharing our creative gifts, integrating our personal faith and intellect, and giving hope to our community through personal care, outreach, and sharing the Good News of God's love.

Urban League of Wichita
No information provided

Waco Ave. United Methodist Church
To share the love of Jesus Christ through service in our community and the world.

Wichita A.C.T.S. on Truancy
To provide direct intervention with truant students and familiies and connect them with services to ensure academic progress, achieve high school graduation and acquire long term living skills.

Wichita Area Girl Scout Council
To serve girls ages 5-17.

Wichita Area Sexual Assault Center
Advocating for victims; education

Wichita Area Technical College
Providing training and retraining to high school students and adults in the community.

Wichita Art Museum
Art Museum

Wichita Center for the Arts
Art education.

Wichita Child Guidance Center
Provide mental health assistance to children, adolescents, and their families.

Wichita Children's Home
Safe settings for abused and neglected children.

Wichita Indochinese Center, Inc.
To teach English and job ethics to refugees, get employment and be productive citizens.

Wichita Police Department
Provide safety and well being for the citizens of Wichita.

Wichita Public Library
To provide educational, informational, cultural, and recreational materials for people of all ages.

Wichita-Sedgwick County Historical Museum
Preserving and interpreting Wichita history.

Youth Entrepreneurs of Kansas

To provide "at risk" youth opportunities to develop their full potential.

- **Youth Horizons**
  To assist troubled youth in becoming capable individuals.

For more information, or to find out how your organization can participate, contact Suzie Ahlstrand, BEST Vice President, **(316) 268-1135**.

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Wichita Educational Foundation
350 W. Douglas, Wichita, KS 67202
316-265-7771

The Wichita Educational Foundation has been formed in part for the purpose of providing education and training to and for persons in the Wichita/Sedgwick county area. The Foundation's objective is to provide education, including the activities of BEST, the Business Education Success Team, and training for lifelong learning and improvement of job skills. Its programs are designed to address all ages from kindergarten students through adults.

The Foundation was established in April, 1997 as a Kansas Non-Profit 501 (c)(3) Corporation. Officers of the Foundation are:

Fred Bright	President
Fred Berry	Vice-President
Paul Tobia	Secretary/Treasurer

The Foundation is housed at the Wichita Area Chamber of Commerce, 350 West Douglas, Wichita, Kansas. The resident agent of this corporation is Suzanne K. Ahlstrand.

Funds for the Foundation can be received from corporations, businesses and individuals. Contributions to the Foundation should be addressed to the Wichita Educational Foundation. Call Suzie Ahlstrand at 268-1135 for further information.

Wichita Business Labor Force Survey
1999

Results of the First Annual Survey

Presented to the Business Roundtable

Prepared by
Wichita Chamber of Commerce
and
Quality Improvement Services, USD #259
February, 2000

DRAFT

Introduction

The First Annual Wichita Business Labor Force Survey was sent to _____ area employers in November 1999. A total of 83 area employers responded constituting a response rate of _____. The survey was designed to measure the perceptions of employers regarding recent local high school, technical college, community college, and college and university graduates. Employers were asked to grade each of these graduate groups on a standard A, B, C, D, and F grading scale. Employers gave grades with regard to 1) honesty and integrity, 2) motivation and self-discipline, and 3) work skill areas including reading for information, listening, writing, applied mathematics, locating information, observation, and teamwork. These skill areas were chosen because they are skills tested on the ACT Work Keys Assessment.

The results of the First Annual Wichita Business Labor Force Survey are presented in this report and are based on average grades given by employers. Employers are categorized by the type of business; size of the business based on the number of full time employees; the number of part time employees; and the number of recent local high school, technical college, community college, and college and university graduates they have hired in the past two years.

Results of the First Annual Wichita Business Labor Force Survey are organized in the following way:

- **A profile of the businesses** responding to the survey is presented. Respondents are described by the type of business or industry the respondent is currently engaged in; the number of full and part time employees; and the number of recent local high school, technical college, community college, and college and university graduates hired in the last 2 years.
- Average grades for all skill areas and overall assessment of the quality of the Wichita Area Workforce **by type of business or industry**.
- Average grades for all skill areas and overall assessment of the quality of the Wichita Area Workforce **by the number of full time persons employed.**
- Average grades for all skill areas and overall assessment of the quality of the Wichita Area Workforce **by the number of part time persons currently employed.**
- Average grades for recent local high school graduates and overall assessment of the quality of the Wichita Area Workforce **by employers who have hired recent local high school graduates within the last two years.**
- Average grades for recent local technical college graduates and overall assessment of the quality of the Wichita Area Workforce **by employers who have hired recent local technical college graduates within the last two years.**
- Average grades of recent local community college graduates and overall assessment of the quality of the Wichita Area Workforce **by employers who have hired recent local community college graduates within the last two years.**
- Average grades of recent local college and university graduates and overall assessment of the quality of the Wichita Area Workforce **by employers who have hired recent local college and university graduates within the last two years.**

Summary of Results:

- The results show that most employers graded all types of graduates within the B+ to D range. Recent high school graduates tended to receive C+'s or C's with a few D's.

- Recent high school graduates were graded highest in honesty and integrity, reading for information, and locating information. They were graded lowest in writing and applied math skills.

- Recent technical college graduates tended to receive C+'s or C's with some B's. Technical college graduates were graded highest in honesty and integrity, reading for information, and observation skills. They were graded lowest for their writing skills.

- Recent community college graduates tended to receive B's and C's. Community college graduates were graded highest in honesty and integrity, motivation and self-discipline, reading for information, and observation skills. They were graded lowest in writing and applied math skills.

- Recent college and university graduates tended to receive B's with some C's on average. College and University graduates were graded highest in honesty and integrity, motivation and self-discipline, reading for information, locating information, and observation skills. They were graded lowest for their teamwork skills, writing, and applied math skills.

- Respondents to the survey gave the overall quality of the Wichita area work force a grade of C+ with little variation between type of company and size of company.

- Overall, graduates with more education tended to get higher grades in all areas.

- Respondents from smaller companies tended to give higher grades for most of the skill areas than respondents from larger companies. This was consistent across all types of graduates. Respondents from smaller companies might have had more direct exposure to the graduates as employees, and this may be one possible explanation for the differences we see in ratings by size of company.

- **Please Note:**
  It is hoped that this first annual administration of the Wichita Business Labor Force Survey will provide baseline information regarding perceptions of the quality of local graduates by area businesses, as well as a baseline reference with which to assess change in perceptions as measured by future administrations of the survey. However, caution must be exercised in generalizing the results of the Labor Force Survey to all other Wichita area employers especially where the number of companies in a category is less than 5. Be aware that the Wichita Business Labor Force Survey is based on the responses of employers who voluntarily responded and not on a representative random sample of employers in the Wichita area.

Number of Companies Responding To The Survey By Type of Company/Industry

Type of Company/Industry	Number of Companies	Percent of Companies
Services; F.I.R.E.;Mining, & Museums	41	49.9%
Wholesale Trade	0	0.0%
Transportation	0	0.0%
Manufacturing	18	21.7%
Retail Trade	7	8.4%
All Other Companies	17	20.5%
Total	83	100.0%

- **50% of all respondents come from companies providing services, F.I.R.E., mining, and museums**
- **Manufacturing companies comprise another 22% of respondents**
- **Other companies include construction, Non-Profit, and other types of companies**
- **No transportation or wholesale companies responded**

Number of Companies Responding To The Survey By Size of Company

Size of Company Based on the Number of Full Time Employees	Number of Companies	Percent of Companies
10 or Fewer Full Time Employees	23	27.7%
11 to 100 Full Time Employees	32	38.6%
More Than 100 Full Time Employees	19	22.9%
No Response	9	10.8%
Total	83	100.0%

- Two-thirds of the companies responding were small to moderate sized companies with two-thirds having 100 or fewer full time employees

Number of Companies Responding To The Survey By Number of Part Time Employees

Number of Part Time Employees	Number of Companies	Percent of Companies
10 or Fewer Part Time Employees	39	47.0%
11 to 100 Part Time Employees	13	15.7%
More Than 100 Full Time Employees	2	2.4%
No Response	29	34.9%
Total	83	100.0%

- Almost 50% of companies responding employed 10 or fewer part time employees
- Only two companies employed more than 100 part time employees

Number of Companies That have Hired Recent Local High School Graduates in the Last Two Years By Number of High School Graduates

Number of High Schools Graduates Hired	Number of Companies	Percent of Companies
10 or Fewer High School Graduates	36	65.5%
11 to 100 High School Graduates	16	29.1%
More Than 100 High School Graduates	3	5.5%
Total	55	100.0%

- Two-thirds of the companies hired 10 or fewer recent high school graduates in the past two years
- Only three companies hired more than 100 high graduates

Number of Companies That have Hired Recent Local Technical College Graduates in the Last Two Years By Number of Technical College Graduates

Number of Technical College Graduates Hired	Number of Companies	Percent of Companies
10 or Fewer Technical College Graduates	25	89.3%
11 to 100 Technical College Graduates	2	7.1%
More Than 100 Technical College Graduates	1	3.6%
Total	28	100.0%

- 90% of companies hired 10 or fewer technical college graduates in the past two years
- The remaining 10% of companies constitute only three companies in total

Number of Companies That have Hired Recent Local Community College Graduates in the Last Two Years By Number of Community College Graduates

Number of Community College Graduates Hired	Number of Companies	Percent of Companies
10 or Fewer Community College Graduates	22	84.6%
11 to 100 Community College Graduates	2	7.7%
More Than 100 Comm. College Graduates	2	7.7%
Total	26	100.0%

- 85% of companies hired 10 or fewer community college graduates in the past two years
- The remaining 15% of companies constitute only four companies for the two remaining categories

Number of Companies That have Hired Recent Local College/University Graduates in the Last Two Years By Number of College/University Graduates

Number of College/University Graduates Hired	Number of Companies	Percent of Companies
10 or Fewer College/University Graduates	49	89.2%
11 to 100 College/University Graduates	5	9.1%
More Than 100 College/University Graduates	1	1.8%
Total	55	100.0%

- 90% of companies hired 10 or fewer college/ university graduates in the past two years
- The remaining 10% of companies consist of 5 companies with 11 to 100 graduates and one company with more than 100 graduates

Average Grades for Recent Local High School Graduates by Type of Company

How would you grade recent Local High School Graduates on the following:	Type of Company / Organization			
	Services; F.I.R.E.; Mining; & Museums (responses from 41 employers)	**Manufacturing** (responses from 18 employers)	**Retail Trade** (responses from 7 employers)	**Other** (responses from 17 employers)
Honesty/Integrity	C+	C	C+	C+
Motivation and Self Discipline	C	C	C+	C
Reading for Information Skills	C+	C	C+	C
Listening Skills	C+	C	B	C
Writing Skills	C	D+	C	C
Applied Mathematics Skills	C	D+	C+	C
Locating Information Skills	C+	C+	B	C
Observation Skills	C+	C	C+	C
Teamwork Skills	C+	C	C+	C

- Local High School Graduates earned C's and C+'s in all categories except Manufacturing, (where they earned a D+ in Writing and a D+ in Applied Math Skills) and Retail Trade, (where they earned B's in both Listening and Locating Information Skills).

Average Grades for Recent Local Technical College Graduates by Type of Company

How would you grade recent Local Technical College Graduates on the following:	Type of Company / Organization			
	Services; F.I.R.E.; Mining; & Museums (responses of 41 employers)	Manufacturing (responses of 18 employers)	Retail Trade (responses of 7 employers)	Other (responses of 17 employers)
Honesty/Integrity	C+	B	B	B
Motivation and Self Discipline	C+	C+	B	B
Reading for Information Skills	B	C+	C	B
Listening Skills	C+	C+	C+	B
Writing Skills	C	C	C	C+
Applied Mathematics Skills	C+	C+	C	B
Locating Information Skills	C+	B	C+	B
Observation Skills	C+	C+	C+	B
Teamwork Skills	C+	C+	C	B

- Recent local Technical College Graduates earned predominantly C+'s and B's from area employers with the category described as "Other" rating them the most favorably.

Average Grades for Recent Local Community College Graduates by Type of Company

How would you grade recent Local Community College Graduates on the following:	Type of Company / Organization			
	Services; F.I.R.E.; Mining; & Museums (responses of 41 employers)	**Manufacturing** (responses of 18 employers)	**Retail Trade** (responses of 7 employers)	**Other** (responses of 17 employers)
Honesty/Integrity	B	C+	B	B+
Motivation and Self Discipline	B	C+	B	B
Reading for Information Skills	B+	C+	C+	B
Listening Skills	B	C+	B	B
Writing Skills	C+	C+	C+	B
Applied Mathematics Skills	C+	C+	C+	C+
Locating Information Skills	B	C+	B	B
Observation Skills	B	C+	B	B+
Teamwork Skills	B	C+	C+	B

- Local Community College Graduates earned "straight C+'s" from Manufacturing companies, but predominantly B's and B+'s from companies and organizations classified as Services/FIRE/Mining/Museums; Retail Trade; and Other.

Average Grades for Recent Local College/University Graduates by Type of Company

How would you grade recent Local College/University Graduates on the following:	Type of Company / Organization			
	Services; F.I.R.E.; Mining; & Museums (responses of 41 employers)	Manufacturing (responses of 18 employers)	Retail Trade (responses of 7 employers)	Other (responses of 17 employers)
Honesty/Integrity	B+	B	B	B+
Motivation and Self Discipline	B	B	B	B
Reading for Information Skills	B+	B	B+	B+
Listening Skills	B+	B	B	B+
Writing Skills	B	B	B	B
Applied Mathematics Skills	B	B	B	B
Locating Information Skills	B	B	B+	B
Observation Skills	B	B	B	B+
Teamwork Skills	B	C+	C+	B

- Local College/University Graduates earned B's and B+'s in all skill areas except Teamwork in which they earned grades of C+ from Manufacturing and Retail Companies/Organizations.

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Overall Assessment of the Quality of the Wichita Area Workforce by Type of Company

	Type of Company / Organization			
	Services; F.I.R.E.; Mining; & Museums (responses of 41 employers)	Manufacturing (responses of 18 employers)	Retail Trade (responses of 7 employers)	Other (responses of 17 employers)
Overall Assessment of the Quality of the Wichita Area Workforce	C+	C+	C+	C+

Average Grades for Recent Local High School Graduates by Size of Company

How would you grade recent local High School graduates on the following:	Size of Company / Organization as measured by Number of Full Time Employees		
	10 or Fewer Full Time Employees (responses of 23 employers)	11 to 100 Full Time Employees (responses of 32 employers)	More than 100 Full Time Employees (responses of 19 employers)
Honesty / Integrity	C+	B	C
Motivation and Self Discipline	C	C	D+
Reading for Information Skills	C+	C+	C
Listening Skills	C+	C+	C
Writing Skills	C	C	D+
Applied Mathematics Skills	C+	C	D+
Locating Information Skills	B	C	C
Observation Skills	C+	C+	C
Teamwork Skills	C+	C+	D+

- Local High School Graduates received their most favorable grades from employers with 100 or fewer full time employees. These employers graded high school graduates with a C+ or C in most skill areas with the exception of locating information, and honesty and integrity, which were given B's.
- The least favorable grades came from employers of 100 or more full time employees including D+'s in the areas of Motivation and Self Discipline, Writing Skills, Applied Math Skills, and Teamwork.

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Average Grades for Recent Local Technical College Graduates by Size of Company

How would you grade recent Local Technical College graduates on the following:	Size of Company / Organization as measured by Number of Full Time Employees		
	10 or Fewer Full Time Employees (responses of 23 employers)	11 to 100 Full Time Employees (responses of 32 employers)	More than 100 Full Time Employees (responses of 19 employers)
Honesty / Integrity	B	B	C+
Motivation and Self Discipline	B	C+	C+
Reading for Information Skills	B	C+	C+
Listening Skills	B	B	C+
Writing Skills	B	C	C
Applied Mathematics Skills	C+	C+	C+
Locating Information Skills	B+	C+	C+
Observation Skills	B	C+	C+
Teamwork Skills	B	C+	C+

- Recent Local Technical College Graduates were the most favorable graded by employers of 10 or fewer full time employees. They were less favorably graded by employers of 100 or more full time employees.

Average Grades for Recent Local Community College Graduates by Size of Company

How would you grade recent Local Community College graduates on the following:	Size of Company / Organization as measured by Number of Full Time Employees		
	10 or Fewer Full Time Employees (responses of 23 employers)	11 to 100 Full Time Employees (responses of 32 employers)	More than 100 Full Time Employees (responses of 19 employers)
Honesty / Integrity	B	B	B
Motivation and Self Discipline	B	B	B
Reading for Information Skills	B+	B	C+
Listening Skills	B	B	C+
Writing Skills	B	C+	C+
Applied Mathematics Skills	B	C+	C+
Locating Information Skills	B+	B	C+
Observation Skills	B	B	C+
Teamwork Skills	B	B	C+

- Recent Local Community College Graduates were the most favorably graded (B's) by employers with 10 or fewer full time employees.
- Larger employers graded Community College Graduates less favorably with an average grade of C+ in the work skill areas.

Average Grades for Recent Local College/University Graduates by Size of Company

How would you grade recent Local College / University graduates on the following:	Size of Company / Organization as measured by Number of Full Time Employees		
	10 or Fewer Full Time Employees (responses of 23 employers)	11 to 100 Full Time Employees (responses of 32 employers)	More than 100 Full Time Employees (responses of 19 employers)
Honesty / Integrity	B+	B+	B
Motivation and Self Discipline	B	B+	B
Reading for Information Skills	B+	B+	B
Listening Skills	B+	B+	C+
Writing Skills	B	B	C+
Applied Mathematics Skills	B	B	C+
Locating Information Skills	B+	B+	B
Observation Skills	B	B	B
Teamwork Skills	B	B	C+

- Recent local College / University Graduates received B's and B+'s from all employers with the exception of larger employers who gave C+'s in the areas of Listening, Writing, Applied Math, and Teamwork skills.

Overall Assessment of the Quality of the Wichita Area Workforce by Size of Company

	Size of Company / Organization as measured by Number of Full Time Employees		
	10 or Fewer Full Time Employees (responses of 23 employers)	11 to 100 Full Time Employees (responses of 32 employers)	More than 100 Full Time Employees (responses of 19 employers)
Overall Assessment of the Quality of the Wichita Area Workforce	C+	C+	C+

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Average Grades for Recent Local High School Graduates by Number of Part Time Employees

How would you grade recent Local High School graduates on the following:	Employers by Number of Part Time Employees		
	10 or Fewer Part Time Employees (responses of 39 employers)	11 to 100 Part Time Employees (responses of 13 employers)	More than 100 Part Time Employees (responses of 2 employers)
Honesty / Integrity	C+	C+	C+
Motivation and Self Discipline	C	C	D
Reading for Information Skills	C+	C+	D+
Listening Skills	C+	C+	D
Writing Skills	C	D+	D
Applied Mathematics Skills	C+	C	D
Locating Information Skills	C+	C+	C
Observation Skills	C	C+	D
Teamwork Skills	C+	C	D

- Recent local high school graduates earned mostly C's and C+'s from employers with 100 or fewer part time employees, but mostly D's from employers with more than 100 part time employees. It should be noted the average grades for employers with more than 100 part time employees are based on the responses of only two employers.

Average Grades for Recent Local Technical College Graduates by Number of Part Time Employees

How would you grade recent Local Technical College graduates on the following:	Employers by Number of Part Time Employees		
	10 or Fewer Part Time Employees (responses of 39 employers)	**11 to 100 Full Part Employees** (responses of 13 employers)	**More than 100 Part Time Employees** (responses of 2 employers)
Honesty / Integrity	B	C+	B
Motivation and Self Discipline	B	C	C
Reading for Information Skills	B	C	B
Listening Skills	B	C+	C
Writing Skills	C+	C	D
Applied Mathematics Skills	C+	C	B
Locating Information Skills	B	C+	C
Observation Skills	C+	C+	B
Teamwork Skills	C+	C+	B

- Recent local technical college graduates received the most favorable grades from small employers with 10 or fewer part time employees.
- Employers with 11 to 100 part time employees graded technical college graduates with a C or C+ in all areas.
- Larger employers gave mixed grades. A grade of B was given for honesty/integrity, reading for information, applied math, observation skills, and teamwork skills. A grade of D was given for writing. Again, these grades are based on only two employers who responded in this category.

Average Grades for Recent Local Community College Graduates by Number of Part Time Employees

How would you grade recent Local Community College graduates on the following:	Employers by Number of Part Time Employees		
	10 or Fewer Part Time Employees (responses of 39 employers)	11 to 100 Part Time Employees (responses of 13 employers)	More than 100 Part Time Employees (responses of 2 employers)
Honesty / Integrity	B	B	B
Motivation and Self Discipline	B	B	B
Reading for Information Skills	B	B	C+
Listening Skills	B	B	C+
Writing Skills	C+	C+	D+
Applied Mathematics Skills	B	C+	C
Locating Information Skills	B	C+	C
Observation Skills	B	B	C
Teamwork Skills	C	B	C

- Recent Local Community College graduates received the most favorable grades (B's and C+'s) from employers with 100 or less part time employees.
- The least favorable grades came from large employers who tended to give C's in most of the applied skill areas with the exception of writing for which they gave a grade of D+.

Average Grades for Recent Local College/University Graduates by Number of Part Time Employees

How would you grade recent Local College/University graduates on the following:	Employers by Number of Part Time Employees		
	10 or Fewer Part Time Employees (responses of 39 employers)	11 to 100 Part Time Employees (responses of 13 employers)	More than 100 Part Time Employees (responses of 2 employers)
Honesty / Integrity	B+	B	B
Motivation and Self Discipline	B	B	B
Reading for Information Skills	B+	B+	B
Listening Skills	B	B+	B
Writing Skills	B	B	D+
Applied Mathematics Skills	B	B	C+
Locating Information Skills	B	B	C+
Observation Skills	B	B	C+
Teamwork Skills	B	B	C

- Recent local College / University graduates earned all B's and B+'s from employers with the exception of large employers who gave C+'s in applied math, locating information, and observation skills; a C in teamwork; and a D+ in writing skills.

Overall Assessment of the Quality of the Wichita Area Workforce by Size of Company

	Employers by Number of Part Time Employees		
	10 or Fewer Full Time Employees (responses of 23 employers)	11 to 100 Full Time Employees (responses of 32 employers)	More than 100 Full Time Employees (responses of 19 employers)
Overall Assessment of the Quality of the Wichita Area Workforce	C+	C+	C

The following tables contain the average grades for each of the graduate groups given exclusively by those employers who have hired local graduates within the last two years. Average grades for local high schools graduates, for example, are given only by employers who have hired local high school graduates within the last two years. This also applies to the tables of grades of local technical college, community college, and college/university graduates. This should be the most revealing information since it centers on the responses of employers who have had the most recent experience with each graduate group.

Average Grades in All Skill Areas of Companies That Have Hired Recent Local High School Graduates In the Last Two Years

How would you grade recent Local High School Graduates on the following:	**Number of Recent Local High School Graduates Hired During the Past Two Years**		
	10 or Fewer High School Graduates (responses of 36 employers)	**11 to 100 High School Graduates** (responses of 16 employers)	**More than 100 High School Graduates** (responses of 3 employers)
Honesty / Integrity	C+	C	C
Motivation and Self Discipline	C	C	D+
Reading for Information Skills	C+	C	D+
Listening Skills	C+	C	D+
Writing Skills	C	D+	D
Applied Mathematics Skills	C	C	D+
Locating Information Skills	C+	C	D+
Observation Skills	C+	C	D+
Teamwork Skills	C+	C	D

- Based on the responses of *36 employers* who hired 10 or fewer recent local high school graduates in the past two years, recent local high school graduates earned C's and C+'s in all categories.
- Based on the responses of *16 employers* who said they hired between 11 and 100 recent local high school graduates in the past two years, recent local high school graduates earned all C's except in writing skills where they earned a grade of D+.
- Based on the responses of *3 employers* who said they hired more than 100 recent local high school graduates in the past two years, recent local high school graduates earned D's and D+'s in all categories except Honesty / Integrity where they earned a C.
- Please note that the grades of companies with more than 100 graduates are based on the responses of only three employers.

Average Grades in All Skill Areas of Companies That Have Hired Recent Local Technical College Graduates In the Last Two Years

How would you grade recent Local Technical College Graduates on the following:	Number of Recent Local Technical College Graduates Hired During the Past Two Years		
	10 or Fewer Technical College Graduates (responses of 25 employers)	**11 to 100 Technical College Graduates** (responses of 2 employers)	**More than 100 Technical College Graduates** (responses of 1 employer)
Honesty / Integrity	B	B	C
Motivation and Self Discipline	B	C	B
Reading for Information Skills	B	C+	B
Listening Skills	B	C	C
Writing Skills	C+	D	C
Applied Mathematics Skills	C+	C+	A
Locating Information Skills	B	C	C
Observation Skills	B	C+	C
Teamwork Skills	B	B	C

- Based on the responses of *25 employers* who hired 10 or fewer recent local technical college graduates in the past two years, recent local technical college graduates earned all B's except in writing and applied math skills where they earned C+'s.
- Based on the responses of only *2 employers* who said they hired between 11 and 100 recent local technical college graduates in the past two years, recent local technical college graduates earned C's and C+'s in all areas except Honesty/Integrity and Teamwork where they earned B's and in Writing Skills where they earned a D.
- Based on the responses of *only 1 employer* who said it hired more than 100 recent local technical college graduates in the past two years, recent local technical college graduates earned all C's except in Motivation/Self-Discipline and Reading for Information where they earned B's, and Applied Math Skills where they earned an A.
- Again, please note that the grades of companies with 11 to 100 graduates are based on the responses of two companies and companies with more than 100 graduates are based on the responses of only one company.

Average Grades in All Skill Areas of Companies That Have Hired Recent Local Community College Graduates In the Last Two Years

How would you grade recent Local Community College Graduates on the following:	**Number of Recent Local Community College Graduates Hired During the Past Two Years**		
	10 or Fewer Community College Graduates (responses of 22 employers)	**11 to 100 Community College Graduates** (responses of 2 employers)	**More than 100 Community College Graduates** (responses of 2 employers)
Honesty / Integrity	B	B	B
Motivation and Self Discipline	B	B	B
Reading for Information Skills	B	B	C+
Listening Skills	B	B	C
Writing Skills	B	C+	D+
Applied Mathematics Skills	B	C	C
Locating Information Skills	B	C+	C+
Observation Skills	B+	C+	C
Teamwork Skills	B	C+	C

- Based on the responses of *22 employers* who hired 10 or fewer recent local community college graduates in the past two years, recent local community college graduates earned B's in all areas except observation skills where they earned a B+.
- Based on the responses of *2 employers* who said they hired between 11 and 100 recent local community college graduates in the past two years, recent local community college graduates earned B's and C+'s in all areas except applied math where they earned a C.
- Based on the responses of *2 employers* who said they hired more than 100 recent local community college graduates in the past two years, recent local community college graduates earned predominantly C's and C+'s in all areas except honesty/integrity and motivation/self-discipline where they earned B's; and in writing where they earned a D+.
- Again, the grades of companies with 11 to 100 and those with more than 100 community college graduates are based on the responses of only two companies, respectively.

Average Grades in All Skill Areas of Companies That Have Hired Recent Local College/University Graduates In the Last Two Years

How would you grade recent Local College/University Graduates on the following:	Number of Recent Local College/University Graduates Hired During the Past Two Years		
	10 or Fewer College/University Graduates (responses of 49 employers)	**11 to 100 College/University Graduates** (responses of 5 employers)	**More than 100 College/University Graduates** (responses of 1 employer)
Honesty / Integrity	B+	B+	B
Motivation and Self Discipline	B+	B+	B
Reading for Information Skills	B+	B+	C
Listening Skills	B+	B	C
Writing Skills	B	B	F
Applied Mathematics Skills	B+	C+	C
Locating Information Skills	B+	B+	C
Observation Skills	B+	B	C
Teamwork Skills	B	B	C

- Based on the responses of *49 employers* who hired 10 or fewer recent local college/university graduates in the past two years, recent local college/university graduates earned B+'s in all categories except writing and teamwork where they earned B's.
- Based on the responses of *5 employers* who hired between 11 and 100 recent local college/university graduates in the past two years, recent local college/university graduates earned B's and B+'s in all categories except applied math where they earned a C+.
- Based on the responses of *1 employer* who hired more than 100 recent local college/university graduates in the past two years, recent local college/university graduates earned C's in all categories except honesty/integrity and motivation/self discipline where they earned B's, and in writing where they earned an F.
- Please note that companies with more than 100 college/university graduates are based on the responses of only one companies.

Overall Assessment of the Quality of the Wichita Area Workforce by Type of Graduates Hired

	Companies that have Hired Each Type of Graduate By Number of Graduates Hired		
	10 or Fewer Full Time Employees	**11 to 100 Full Time Employees**	**More than 100 Full Time Employees**
Companies that have Hired Recent Local High School Graduates	C+	C+	C
Companies that have Hired Recent Local Technical College Graduates	C+	C+	C+
Companies that have Hired Recent Local Community College Graduates	C+	C+	C+
Companies that have Hired Recent Local College/University Graduates	C+	C+	C+

Economic Work Force Development

The Wichita Area Chamber of Commerce understands the importance of work force development to the overall economic development process. The Chamber's goal is to develop a world class work force sufficient in quality and quantity to meet area employer requirements and ensure community viability. In light of this, our staff and many volunteers are engaged in a variety of initiatives targeting the enhancement of our area's education, employment and training systems. Examples of programs The Chamber operates or actively supports follow.

Education and Training

Providing Information About and Access To

- **IMPACT** – Investments in Major Projects and Comprehensive Training, a State of Kansas program, allows employers to enter into agreements to establish major training projects for new employees.
- **KIR** – The Kansas Industrial Retraining program is a State of Kansas training program designed to provide retraining for existing employees to encourage job retention.
- **KIT** – The Kansas Industrial Training program provides training assistance to new or relocating companies as well as existing companies in the process of expansion. The State of Kansas incurs the cost of instructors, books, training materials, etc. Cooperatively designed by the company and the State.
- **Wichita Area Technical College Outreach Support** – Upon request, WATC is willing to create training programs specific to an industry or company. The Chamber acts as a facilitator between the college and employers with training needs.

Training Program Development – Critical Needs

- **BMORE** – The Basic Manufacturing Orientation for Employment program is the result of a cooperative effort between The Chamber, the Wichita Area Technical College and a number of local manufacturers to help potential workers develop the skills necessary to work in manufacturing.
- **Call Center Academy** – A certificate program created through a partnership of The Chamber, Wichita Area Technical College, Butler County Community College and area call centers to train future call center employees to take incoming calls, provide customer service for financial and banking services, take travel reservations and take orders for merchandise. Successful completion of the training program is worth five college credits.
- **Construction Industry Initiative** – A collaborative with East High School, The Chamber's Wichita Educational Foundation and several construction companies, it is designed to provide a two-year school-to-work initiative for high school juniors and seniors to prepare them for jobs in the construction industry.
- **Fast Start** – This program is designed to prepare individuals to become Computer Numerical Control (CNC) machine operators. Graduates possess the knowledge and skills identified as essential by the National Tooling and Machining Association (NTMA). Graduates receive college credit for the class and lab learning experiences.
- **Manufacturing/Math & Science Internships** – A summer program for area students and educators in partnership with The Boeing Company. The Chamber's Wichita Educational Foundation provides two-year and summer tech-prep experiences in a manufacturing environment.

The Chamber is also engaged in the implementation of the One-Stop system in south central Kansas under the new federal Work Force Investment Act. This will consolidate many federal employment and training programs resulting in more efficient service for both job seekers and employers.

THE CHAMBER

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Education System Improvement

Standards Assessment and Accountability Improvements

- **BEST** – The mission of the Business Education Success Team (BEST) is to create flexible life-long education a training systems in Wichita and Sedgwick County that connect learning and careers, measure performance and prepare all individuals for a lifetime of success. The goal of BEST, a business/education partnership since 1988, is the development and maintenance of challenging educational standards.
- **"Business Expectations for Career Success in Wichita"** -- Developed by The Chamber's Business Roundtable, this document outlines the skills and related attributes leading employers say are important for beginning a career in Wichita. It is distributed to schools, colleges and universities.
- **Higher Education Governance** – A targeted effort to enhance the Wichita Area Technical College leading to North Central Accreditation and improved economic development capacity for our area.
- **Work Keys** – A nationally recognized system that documents workplace skills and connects learning to careers for businesses, students and educators. The Chamber is largely responsible for introducing Work Keys to Wichita and for its promotion.

Business/Education Links Competencies

- **Make Academics Count** – A program to encourage Sedgwick County employers to use student records as part of their hiring process so that students, parents and teachers know that academics count.
- **Shadow Day** – A popular program where high school students from throughout Sedgwick County are provided an up-close look at what a "real job" is like, and how the skills they learn in school are put to use in the workplace.
- **Summer Business Institute** – A summer program where teachers experience the workplace environment for a two-week session. Teachers use this opportunity to improve their teaching methods and enrich their curriculum.
- **Teacher Resource Network** – A new online resource for educators looking to the community for individuals to share their expertise with students in the classrooms (www.wichitakansas.org/teacherresourcenetwork).
- **Youth Skills Network** – A valuable online resource for parents, students and educators that lists community organizations which serve youth in the Sedgwick County area (www.wichitakansas.org/youthskillsnetwork). Many of these organizations provide activities for the improvement of reading, writing, math and teamwork skills.

Recruitment

Wichita NationJob Network – NationJob is one of the top five online recruitment services in the country and is rated #1 in customer satisfaction by *Electronic Recruiting News* 2000 survey of 3,000 corporate HR professionals and recruiters. The program, which includes comprehensive job and corporate profile listings, is offered at special rates to larger Chamber members and is free to Chamber members with less than 100 employees.

Spouse Career Network – SCN is a service provided by The Chamber to help husbands or wives of professionals new to the Wichita area in their search for employment. Résumés of spouses are networked to local employers participating in the program who may have, or know of, employment opportunities. The program gives these spouses broader exposure to the job market and assists area employers in the attraction and retention of professional employees.

Flying In Formation – A collaborative effort of Wichita's four largest aircraft manufacturers, The Boeing Company, Bombardier Aerospace Learjet, Cessna Aircraft Company and Raytheon Aircraft Company, to recruit and relocate aerospace employees and their families to the Wichita area from other parts of the country. During layoffs, Flying In Formation also makes every effort to keep the displaced employees in Wichita by finding positions in other aerospace companies.

Wichita Area Community Marketing Initiatives – various products and programs as follows:

- "Wichita: Coming Home, Going Global" coffee-table book*
- Community relocation packets*
- "Tell Me More: A Unique Look at Wichita" fact booklet*
- Various printed materials
- Community presence on the World Wide Web at www.wichitakansas.org
- Customized staff presentations

* Small charge for these products.

For additional information, contact The Wichita Area Chamber of Commerce, (316) 265-7771, or visit us online at www.wichitakansas.org.

Economic Work Force Development

* 1999 In Review *

ACTION	RESULT
➢Business Education Success Team (BEST) tenaciously worked to foster and sustain high standards of performance in Sedgwick County school systems affecting 80,000 students.	➢USD 259 graduation requirements preserved. ➢Held high standards discussions with six other Sedgwick County school districts. ➢Prepared education vision document for adoption in January 2000. ➢Retained Work Keys assessments for 5,000 students. ➢Student achievement focus has helped produce four straight years of improved test scores.
➢Creatively linked what is learned in school to what is expected in the workplace.	➢Increased Shadow Day business participation by 155 percent, and student participation by 55 percent. ➢Doubled business participation in the Teacher Business Network. ➢Surveyed 15,000 high school students on how many hours and where they worked. ➢Launched two online databases, the Teacher Resource Network, featuring 300 community speakers and 130 business tours, and the Youth Skills Network, listing community organizations providing reading, writing, math and teamwork activities.
➢Staffed and facilitated the expansion of high-quality internship programs.	➢Sustained the Boeing Manufacturing/Math & Science Intern Program, a six-week program for 68 students and educators. ➢Initiated development of a construction industry internship program in cooperation with East High School.
➢Expanded the work force by training the working poor and welfare recipients for entry-level service and manufacturing jobs.	➢Trained 300 persons, with 70 percent subsequently placed in jobs or pursuing furthe training.
➢Established the Business Roundtable, a group composed of CEOs from the area who are dedicated to the work force development cause.	➢Made business expectations known to education and training stakeholders. ➢"Business Expectations for Career Success in Wichita" published and distributed to 6,000 educators, 2,000 vocational/technical students, and key local and state educational boards and administrators. ➢Motivated the Wichita Public School System to give focused attention to the enhancement of the Wichita Area Technical College. ➢Led The Chamber to become the first major community organization to speak out publicly in support of a "well-structured" plan for an upcoming USD 259 bond election.
➢Enhanced the Wichita NationJob Network, an Internet-based recruitment system.	➢The most accessed destination on The Chamber's Web site, Wichita NationJob Network now places job seekers in front of Wichita-area job opportunities more than 1.6 million times per year. In addition to scores of local placements, skilled professionals have been attracted to Wichita from throughout the world. ➢NationJob Network was rated #1 in overall customer satisfaction among Internet jo boards in an independent survey.

The Chamber looks forward to leading this substantial effort again in 2000. Questions and comments are welcomed and encouraged, and may be directed to The Chamber's Suzie Ahlstrand (268-1135 or suzie@wacc.org) or Jim Schwarzenberger (268-1134 or jim@wacc.org). You can also monitor The Chamber's efforts via our Web site, www.wichitakansas.org.

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A Conversation with Ron Suskind

McREL Fall Conference
Denver, Colorado
October 19, 2000
10:00 - 11:30 am

Ron Suskind
Pulitzer Prize-winning writer

Against All Odds

In Rough City School, Top Students Struggle To Learn — and Escape

Cedric Jennings Eyes MIT, But Obstacles Are Steep; Failure Rules at Ballou

Physics Labs, Death Threats

By Ron Suskind
Staff Reporter of The Wall Street Journal

WASHINGTON – Recently, a student was shot dead by a classmate during lunch period outside Frank W. Ballou Senior High. It didn't come as much of a surprise to anyone at the school, in this city's most crime-infested ward. Just during the current school year, one boy was hacked by a student with an ax, a girl was badly wounded in a knife fight with another female student, five fires were set by arsonists, and an unidentified body was dumped next to the parking lot.

Cedric Jennings

But all is quiet in the echoing hallways at 7:15 a.m., long before classes start on a spring morning. The only sound comes from the computer lab, where 16-year-old Cedric Jennings is already at work on an extra-credit project, a program to bill patients at a hospital. Later, he will work on his science-fair project, a chemical analysis of acid rain.

He arrives every day this early and often doesn't leave until dark. The high-school junior with the perfect grades has big dreams: He wants to go to Massachusetts Institute of Technology.

Cedric is one of a handful of honor students at Ballou, where the dropout rate is well into double digits and just 80 students out of more than 1,350 currently boast an average of B or better. They are a lonely lot. Cedric has almost no friends. Tall, gangly and unabashedly ambitious, he is a frequent target in a place where bullies belong to gangs and use guns; his life has been threatened more than once. He eats lunch in a classroom many days, plowing through extra work that he has asked for. It's the only way I'll be able to compete with kids from other, harder schools," he says.

The arduous odyssey of Cedric and other top students shows how the street culture that dominates Ballou drags down anyone who seeks to do well. Just to get an ordinary education – the kind most teens take for granted – these students must take extraordinary measures. Much of their academic education must come outside of regular classes altogether: Little gets accomplished during the day in a place where attendance is sporadic, some fellow students read at only a fifth-grade level, and some stay in lower grades for years, leaving hardened, 18-year-old sophomores mixing with new arrivals.

'Crowd Control'

"So much of what goes on here is crowd control," says Mahmood Dorosti, a math teacher. The few top students "have to put themselves on something like an independent-study course to really learn – which is an awful lot to ask of a teenager."

It has been this way as long as Cedric can remember. When he was a toddler, his mother, Barbara Jennings, reluctantly quit her clerical job and went on welfare for a few years so she could start her boy on a straight and narrow path. She took him to museums, read him books, took him on nature walks. She brought him to church four times each week, and warned him about the drug dealers on the corner. Cedric learned to loathe those dealers – especially the one who was his father.

Barbara Jennings, now 47, already had two daughters, her first born while she was in high school. Cedric, she vowed, would lead a different life. "You're a special boy," she would tell her son. "You have to see things far from here, far from this place. And someday, you'll get the kind of respect that a real man earns."

Cedric became a latch-key child at the age of five, when his mother went back to work. She filled her boy's head with visions of the Ivy League, bringing him home a Harvard sweat shirt while he was in junior high. Every day after school, after double-locking the door behind him, he would study, dream of becoming an engineer living in a big house – and gaze at the dealers just outside his window stashing their cocaine in the alley.

Seduced by Failure

Ballou High, a tired sprawl of '60s-era brick and steel, rises up from a blighted landscape of housing projects and rundown stores. Failure is pervasive here, even seductive. Some 836 sophomores enrolled last September – and 172 were gone by Thanksgiving. The junior class numbers only 399. The senior class, a paltry 240. "We don't know much about where the dropouts go," says Reginald Ballard, the assistant principal. "Use your imagination. Dead. Jail. Drugs."

On a recent afternoon, a raucous crowd of students fills the gymnasium for an assembly. Administrators here are often forced into bizarre games of cat and mouse with their students, and today is no exception: To lure everyone here, the school has brought in former Washington Mayor Marion Barry, several disk jockeys from a black radio station and a rhythm-and-blues singer.

A major reason for the assembly, though, has been kept a secret: To hand out academic awards to top students. Few of the winners would show up voluntarily to endure the sneers of classmates. When one hapless teen's name is called, a teacher must run to the bleachers and order him down as some in the crowd jeer "Nerd!"

The announcer moves on to the next honoree: "Cedric Jennings! Cedric Jennings!" Heads turn expectantly, but Cedric is nowhere to be seen. Someone must have tipped him off, worries Mr. Ballard. "It sends a terrible message," he says, "that doing well here means you better not show your face."

Cedric, at the moment, is holed up in a chemistry classroom. He often retreats here. It is his private sanctuary, the one place at Ballou where he feels completely safe, and where he spends hours talking with his mentor, chemistry teacher Clarence Taylor. Cedric later will insist he simply didn't know about the assembly – but he readily admits he hid out during a similar assembly last year even though he was supposed to get a $100 prize: "I just couldn't take it, the abuse."

Mr. Taylor, the teacher, has made Cedric's education something of a personal mission. He gives Cedric extra-credit assignments, like working on a sophisticated computer program that taps into weather satellites. He arranges trips, like a visit with scientists at the National Aeronautics and Space Administration. He challenges him with impromptu drills; Cedric can reel off all 109 elements of the periodic table by memory in three minutes, 39 seconds.

Most importantly, earlier this year, after Cedric's mother heard about an M.I.T. summer scholarship program for minority high schoolers, Mr. Taylor helped him apply.

Now, Cedric is pinning all of his hopes on getting into the program. Last year, it bootstrapped most of its participants into the M.I.T. freshman class, where the majority performed extremely well. It is Cedric's ticket out of this place, the culmination of everything that he has worked for his whole life.

"You can tell the difference between the ones who have hope and those who don't," says Mr. Taylor. "Cedric has it – the capacity to hope."

That capacity is fast being drummed out of some others in the dwindling circle of honor students at Ballou. Teachers have a name for what goes on here. The "crab bucket syndrome," they call it: When one crab tries to climb from a bucket, the others pull it back down.

Just take a glance at Phillip Atkins, 17, who was a top student in junior high, but who has let his grades slide into the C range. These days he goes by the nickname "Blunt," street talk for a thick marijuana cigarette, a "personal favorite" he says he enjoys with a "40-ouncer" of beer. He has perfected a dead-eyed stare, a trademark of the gang leaders he admires.

Phillip, now a junior, used to be something of a bookworm. At the housing project where he lives with both parents and his seven siblings, he read voraciously, especially about history. He still likes to read, though he would never tell that to the menacing crowd he hangs around with now.

Being openly smart, as Cedric is, "will make you a target, which is crazy at a place like Ballou," Phillip explains to his 15-year-old sister Alicia and her friend Octavia Hooks, both sophomore honor students, as they drive to apply for a summer-jobs program for disadvantaged youths. "The best way to avoid trouble," he says, "is to never get all the answers right on a test."

Alicia and Octavia nod along. "At least one wrong," Octavia says quietly, almost to herself.

CEDRIC TRIES NEVER to get any wrong. His average this year is better than perfect: 4.02, thanks to an A+ in English. He takes the most advanced courses he can, including physics and computer science. "If you're smart, show it," he says. "Don't hide."

At school, though, Cedric's blatant studiousness seems to attract nothing but abuse. When Cedric recently told a girl in his math class that he would tutor her as long as she stopped copying his answers, she responded with physical threats – possibly to be carried out by a boyfriend. Earlier, one of the school's tougher students stopped him in the hallway and threatened to shoot him.

The police who are permanently stationed at the school say Ballou's code of behavior is much like that of a prison: Someone like Cedric who is "disrespected" and doesn't retaliate is vulnerable.

Worse, Cedric is worried that he is putting himself through all this for nothing. Scores are in, and Cedric has gotten a startling low 750 out of a possible 1600 on his PSATs, the pretest before the Scholastic Aptitude Test that colleges require. He is sure his chances of getting into the M.I.T. program, where average scores are far higher, are scuttled.

He admits that he panicked during the test, racing ahead, often guessing, and finishing early. He vows to do better next time. "I'm going to do better on the real SATs, I've got to," he says, working in Mr. Taylor's room on a computer program that offers drills and practice tests. "I've got no choice."

At his daily SAT Preparation class – where Cedric is the only one of 17 students to have completed last night's homework – Cedric leads one group of students in a practice exercise; Phillip leads another. Cedric races through the questions recklessly, ignoring his groupmates, one of whom protests faintly, "He won't let us do any." Phillip and his group don't bother trying. They cheat, looking up answers in the back of the book.

Janet Johns-Gibson, the class teacher, announces that one Ballou student who took the SAT scored a 1050. An unspectacular result almost anyplace else, but here the class swoons in amazement. "Cedric will do better than that," sneers Phillip. "He's such a brain." Cedric winces.

IN TRUTH, CEDRIC MAY NOT BE the smartest student in his class. In a filthy boys room reeking of urine, Delante Coleman, a 17-year-old junior known as "Head," is describing life at the top. Head is the leader of Trenton Park Crew, a gang, and says he and "about 15 of my boys who back me up" enjoy "fine buggies," including a Lexus, and "money, which we get from wherever." There is a dark side, of course, like the murder last summer of the gang's previous leader, Head's best friend, by a rival thug from across town. The teen was found in his bed with a dozen bullet holes through his body.

But Head still feels invincible. "I'm not one, I'm many," says the 5-foot-3, 140-pound plug of a teenager. "Safety, in this neighborhood, is about being part of a group."

Head's grades are barely passing, in the D range. Yet Christopher Grimm, a physics teacher, knows a secret about Head: As a sophomore, he scored above 12th-grade-level nationally on the math section of a standardized basic-skills test. That's the same score Cedric got.

"How d'you find that out?" barks Head when confronted with this information. "Well, yeah, that's, umm, why I'm so good with money."

For sport, Head and his group like to toy with the "goodies," honor students like Cedric who carry books home and walk alone. "Everyone knows they're trying to be white, get ahead in the white man's world," he says, his voice turning bitter. "In a way, that's a little bit of disrespect to the rest of us."

Phillip tests even better than Head, his two F's in the latest quarter notwithstanding. On the basic-skills test, both he and Cedric hit a combined score – averaging English, math and other disciplines – of 12.9, putting both in the top 10% nationwide. But no one seems to pay attention to that, least of all Phillip's teachers, who mostly see him as a class clown. "Thought no one knew that," Phillip says, when a visitor mentions his scores.

Heading over to McDonald's after school, Phillip is joined by his sister Alicia and her friend Octavia, both top students a grade behind him. Over Big Macs and Cokes, the talk shifts to the future. "Well, I'm going to college," says Alicia coolly, staring down Phillip. "And then I'm going to be something like an executive secretary, running an office."

"Yeah, I'm going to college, too," says Phillip, looking away.

"Very funny, you going to college," snaps Alicia. "Get real."

"Well, I am."

"Get a life, Phillip, you got no chance."

"You've got nothing," he says, starting to yell. "Just your books. My life is after school."

"You got no life," she shouts back. "Nothing!"

The table falls silent, and everyone quietly finishes eating. But later, alone, Phillip admits that, no, there won't be any college. He has long since given up on the dreams he used to have when he and his father would spin a globe and talk about traveling the world. "I'm not really sure what happens from here," he says softly, sitting on the stone steps overlooking the track behind the school. "All I know is what I do now. I act stupid."

Phillip of late has become the cruelest of all of Cedric's tormentors. The two got into a scuffle recently – or at least Phillip decked Cedric, who didn't retaliate. A few days after the McDonald's blowup, Phillip and a friend bump into Cedric. "He thinks he's so smart," Phillip says. "You know, I'm as smart as he is." The friend laughs. He thinks it's a joke.

Cedric is on edge. He should be hearing from M.I.T. about the summer program any day now, and he isn't optimistic. In physics class, he gamely tries to concentrate on his daily worksheet. The worksheet is a core educational tool at Ballou: Attendance is too irregular, and books too scarce, to actually teach many lessons during class, some teachers say. Often, worksheets are just the previous day's homework, and Cedric finishes them quickly.

Today, though, he runs into trouble. Spotting a girl copying his work, he confronts her. The class erupts in catcalls, jeering at Cedric until the teacher removes him from the room. "I put in a lot of hours, a lot of time, to get everything just right," he says, from his exile in an adjoining lab area. "I shouldn't just give it away."

His mentor, Mr. Taylor, urges him to ignore the others. "I tell him he's in a long, harrowing race, a marathon, and he can't listen to what's being yelled at him from the sidelines," he says. "I tell him those people on the sideline are already out of the race."

But Cedric sometimes wishes he was more like those people: Recently, he asked his mother for a pair of extra-baggy, khaki-colored pants – a style made popular by Snoop Doggy Dogg, the rap star who was

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charged last year with murder. But "my mother said no way, that it symbolizes things, bad things, and bad people," he reports later, lingering in a stairwell. "I mean, I've gotta live."

Unable to shake his malaise, he wanders the halls after the school day ends, too distracted to concentrate on his usual extra-credit work. "Why am I doing this, working like a maniac?" he asks.

He stretches out his big hands, palms open. "Look at me. I'm not gonna make it. What's the point in even trying?"

Outside Phillip's house in the projects, his father, Israel Atkins, is holding forth on the problem of shooting too high. A lyrically articulate man who conducts prayer sessions at his home on weekends, he gives this advice to his eight children: Hoping for too much in this world can be dangerous.

"I see so many kids around here who are told they can be anything, who then run into almost inevitable disappointment, and all that hope turns into anger," he says one day, a few hours after finishing the night shift at his job cleaning rental cars. "Next thing, they're saying, 'See, I got it anyway – got it my way, by hustling – the fancy car, the cash.' And then they're lost."

"Set goals so they're attainable, so you can get some security, I tell my kids. Then keep focused on what success is all about: being close to God and appreciating life's simpler virtues."

Mr. Atkins is skeptical about a tentative – and maybe last –stab at achievement that Phillip is making: tap dancing. Phillip has taken a course offered at school, and is spending hours practicing for an upcoming show in a small theater at the city's John F. Kennedy Center for Performing Arts. His teacher, trying hard to encourage him, pronounces him "enormously gifted."

At Ballou, teachers desperate to find ways to motivate poor achievers often make such grand pronouncements. They will pick a characteristic and inflate it into a career path. So the hallways are filled with the next Carl Lewis, the next Bill Cosby, the next Michael Jackson.

But to Phillip's father, all this is nonsense. "Tap dancing will not get him a job," he says. It is all, he adds, part of the "problem of kids getting involved in these sorts of things, getting their heads full of all kinds of crazy notions."

As Cedric settles into his chair in history class, the teacher's discussion of the Great Depression echoes across 20 desks – only one other of which is filled.

But Cedric has other things on his mind. As soon as school is over, he seeks out his chemistry teacher Mr. Taylor. He isn't going to enter a citywide science fair with

DESPERATELY TRYING TO STAY ON COURSE

ALICIA ATKINS GRASPS THE fake gold necklace at her throat as if it is a talisman, a charm that will ward off the evil spirits lurking all around. The necklace spells out "ERA," and Alicia gave one to each of her five closest girlfriends – honor students all – at the start of the school year.

She had gotten the trinkets from a woman at her church, who had picked up a handful at a women's rights rally. But Alicia decided the letters would stand for something other than Equal Rights Amendment: "That we would be a group of smart girls at Ballou, who'd be sticking together and do well in school, that we would bring about, like, a new era for black people."

Fifteen-year-old Alicia hopes desperately it will protect them. Short, chatty and all dimples behind her big glasses, she is the self-appointed mother figure for this group of sophomores.

Alicia is most protective of 15-year-old Octavia Hooks – and for good reason. Alicia's home life may be chaotic, with seven siblings including her brother Phillip. But her father has a steady job, her mother is always at home. She is guided by her father's advice to set "attainable" goals: she wants to be an executive secretary with "a house with three bedrooms, a little yard with a swing, where I can walk outside and not be afraid. And when I get it – and I will – I'll live there, all by myself."

Octavia's life has no such order. She has lived in two of the city's worst public-housing projects in the past two years. She and her five siblings are from two different fathers – one a drug addict who was beaten to death, the other an occasional visitor.

In the past year, though, Octavia has emerged as a blazing student. When the other girls get "A's," Octavia brings home the lone "A+." She talks of being an obstetrician. But she is often tired and carries an edge of neediness.

Her physics teacher, Christopher Grimm, is concerned. Mr. Grimm was reluctant last September to accept Octavia into a class of almost all seniors, so he gave her a math-proficiency test, expecting her to fail; she scored 100%. Now he is challenging her at every opportunity, and says her science-fair project – which uses fireworks and sensors to measure rocket thrust – was "a cinch for first place." But Octavia didn't show up on the day she was due to fire the rockets, and the project won't be finished in time for the fair. She will only say she had "family business" that day.

"Occy's one of those welfare babies," says Alicia, trying to make it sound like banter. "What they call 'at risk.'" But she is worried: Octavia's "mind's been all over the place. . . . Things are going on."

Over fried chicken during lunch period, the talk turns to a 21-year-old man Octavia has been seeing. Alicia has been on tenterhooks, afraid her friend might be pregnant, "and, that'll be it. Her life'll be over." One day she says that "Occy's in denial" and that "I'm going to be the godmother." Octavia angrily denies being pregnant, and later Alicia says she "was mistaken, it was all just a joke."

But in physics class, Octavia bears down on a copy of Parents magazine. She lingers over "10 Essentials for a Safe Nursery." "It must be really hard," she says, pensively, "to make a place absolutely safe for an infant – so nothing could happen to them."

A few weeks later, long after the science fair, Octavia sits in physics class with her head on the desk. Three feet away, on a table against the wall, dangle two starter fuses for a rocket launcher. Mr. Grimm is beside himself: If she doesn't complete her experiment in a few days, his star student will fail physics for the quarter.

"It's so frustrating," he says. "You see them drowning, and you reach out and say, 'Just take my hand.' But they won't. They think they're supposed to drown."

Later, Alicia mentions that she and Octavia, together, came up with the idea of a "new era that we would lead." The necklaces, they both felt, would be a shield to keep them safe. Now, Octavia is the only girl without one. Alicia says she took it back after discovering her friend tried to sell it for $5.

Half-a-mile away, at Octavia's row house, her 36-year-old mother, Michelle Rindgo, sits in her "TAKE ME HOME I'M DRUNK" T-shirt on the couch. Ms. Rindgo reels off mistakes she has made: her first baby at 14, her years on welfare, her attempts, often futile, to keep her children "away from all the other kids who live around here who are going nowhere."

Like many living rooms in the projects, hers is wall-papered with certificates that local schools pass out frantically, honoring small victories, like attendance or citizenship, to build self-esteem. But this shrine offers scant comfort as her daughter grows into womanhood. "She's at the age – she's a pretty girl – and I worry," Ms. Rindgo says.

Octavia comes home, and packs clothes for a weekend away. She will be staying at the apartment of her 21-year-old sister, who has three out-of-wedlock babies. As she slips out the door, Ms. Rindgo calls to her: "You still a virgin, baby?"

"Yes, Mama," her daughter calls back. Then she disappears across a landscape of bursting Dumpsters and junked cars.

– Ron Suskind

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his acid-rain project after all, he says. What's more, he is withdrawing from a program in which he would link up with a mentor, such as an Environmental Protection Agency employee, to prepare a project on the environment. Last year, Cedric had won third prize with his project on asbestos hazards. Mr. Taylor is at a loss as his star student slips out the door.

"I'm tired, I'm going home," Cedric murmurs. He walks grimly past a stairwell covered with graffiti: "HEAD LIVES."

The path may not get any easier. Not long after Cedric leaves, Joanne Camero, last year's salutatorian, stops by Mr. Taylor's chemistry classroom, looking despondent. Now a freshman at George Washington University, she has realized, she admits, "that the road from here keeps getting steeper."

The skills it took to make it through Ballou – focusing on nothing but academics, having no social life, and working closely with a few teachers – left Joanne ill-prepared for college, she says. There, professors are distant figures, and students flit easily from academics to socializing, something she never learned to do.

"I'm already worn out," she says. Her grades are poor and she has few friends. Tentatively, she admits that she is thinking about dropping out and transferring to a less rigorous college.

As she talks about past triumphs in high school, it becomes clear that for many of Ballou's honor students, perfect grades are an attempt to redeem imperfect lives – lives torn by poverty, by violence, by broken families. In Cedric's case, Mr. Taylor says later, the pursuit of flawless grades is a way to try to force his father to respect him, even to apologize to him. "I tell him it can't be," Mr. Taylor says. "That he must forgive that man that he tries so hard to hate."

Behind a forest of razor wire at Virginia's Lorton Correctional Institution, Cedric Gilliam emerges into a visiting area. At 44 years old, he looks startlingly familiar, an older picture of his son. He has been in prison for nine years, serving a 12-to 36-year sentence for armed robbery.

When Cedric's mother became pregnant, "I told her . . . if you have the baby, you won't be seeing me again," Mr. Gilliam recalls, his voice flat. "So she said she'd have an abortion. But I messed up by not going down to the clinic with her. That was my mistake, you see, and she couldn't go through with it."

For years, Mr. Gilliam refused to publicly acknowledge that Cedric was his son, until his progeny had grown into a boy bearing the same wide, easy grin as his dad. One day, they met at a relative's apartment, in an encounter young Cedric recalls vividly. "And I ran to him and hugged him and said 'Daddy.' I just remember that I was so happy."

Not long afterward, Mr. Gilliam went to jail. The two have had infrequent contacts since then. But their relationship, always strained, reached a breaking point last year when a fight ended with Mr. Gilliam threatening his son,"I'll blow your brains out."

Now, in the spare prison visiting room, Mr. Gilliam says his son has been on his mind constantly since then. "I've dialed the number a hundred times, but I keep hanging up," he says. "I know Cedric doesn't get, you know, that kind of respect from the other guys, and that used to bother me. But now I see all he's accomplished, and I'm proud of him, and I love him. I just don't know how to say it."

His son is skeptical. "By the time he's ready to say he loves me and all, it will be too late," Cedric says later, angrily. "I'll be gone."

IT IS A SATURDAY AFTERNOON, and the Kennedy Center auditorium comes alive with a wailing jazz number as Phillip and four other dancers spin and tap their way flawlessly through a complicated routine. The audience – about 200 parents, brothers and sisters of the school-aged performers – applauds wildly.

After the show, he is practically airborne, laughing and strutting in his yellow "Ballou Soul Tappers" T-shirt, looking out at the milling crowd in the lobby.

"You seen my people?" he asks one of his fellow tappers.

"No, haven't," she says.

"Your people here?" he asks, tentatively.

"Sure, my mom's over there," she says, pointing, then turning back to Phillip.

His throat seems to catch, and he shakes his head. "Yeah," he says, "I'll find out where they are, why they couldn't come." He tries to force a smile, but only manages a grimace. "I'll find out later."

Scripture Cathedral, the center of Washington's thriving apostolic Pentecostal community, is a cavernous church, its altar dominated by a 40-foot-tall illuminated cross. Evening services are about to begin, and Cedric's mother searches nervously for her son, scanning the crowd of women in hats and men in bow ties. Finally, he slips into a rear pew, looking haggard.

From the pulpit, the preacher, C.L. Long, announces that tonight, he has a "heavy heart": He had to bury a slain 15-year-old boy just this afternoon. But then he launches into a rousing sermon, and as he speaks, his rolling cadences echo through the sanctuary, bringing the 400 parishioners to their feet.

"When you don't have a dime in your pocket, when you don't have food on your table, if you got troubles, you're in the right place tonight," he shouts, as people yell out hallelujahs, raise their arms high, run through the aisles. Cedric, preoccupied, sits passively. But slowly, he, too, is drawn in and begins clapping.

Then the preacher seems to speak right to him. "Terrible things are happening, you're low, you're tired, you're fighting, you're waiting for your vision to become reality – you feel you can't wait anymore," the preacher thunders. "Say 'I'll be fine tonight 'cause Jesus is with me.' Say it! Say it!"

By now, Cedric is on his feet, the spark back in his eyes. "Yes," he shouts. "Yes."

It is a long service, and by the time mother and son pass the drug dealers – still standing vigil – and walk up the crumbling stairs to their apartment, it is approaching midnight.

Ms. Jennings gets the mail. On top of the TV Guide is an orange envelope from the U.S. Treasury: a stub from her automatic savings-bond contribution – $85 a week, about one-third of her after-tax income – that she has been putting away for nine years to help pay for Cedric's college. "You don't see it, you don't miss it," she says.

Under the TV Guide is a white envelope.

Cedric grabs it. His hands begin to shake. "My heart is in my throat." It is from M.I.T.

Fumbling, he rips it open.

"Wait. Wait. 'We are pleased to inform you . . .' Oh my God. Oh my God," he begins jumping around the tiny kitchen. Ms. Jennings reaches out to touch him, to share this moment with him – but he spins out of her reach.

"I can't believe it. I got in," he cries out, holding the letter against his chest, his eyes shut tight. "This is it. My life is about to begin."

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Class Struggle

Poor, Black and Smart, An Inner-City Teen Tries to Survive M.I.T.

Cedric Jennings Triumphed Over Gangs, Violence; Now for the Hard Part

Relying on Adrenaline, Faith

By RON SUSKIND
Staff Reporter of THE WALL STREET JOURNAL

CAMBRIDGE, Mass. – In a dormitory lobby, under harsh fluorescent lights, there is a glimpse of the future: A throng of promising minority high schoolers, chatting and laughing, happy and confident.

It is a late June day, and the 51 teenagers have just converged here at Massachusetts Institute of Technology for its prestigious minority summer program – a program that bootstraps most of its participants into M.I.T.'s freshman class. Already, an easy familiarity prevails. A doctor's son from Puerto Rico invites a chemical engineer's son from south Texas to explore nearby Harvard Square. Over near the soda machines, the Hispanic son of two schoolteachers meets a black girl who has the same T-shirt, from an annual minority-leadership convention.

"This is great," he says. "Kind of like we're all on our way up, together."

Maybe. Off to one side, a gangly boy is singing a rap song, mostly to himself. His expression is one of pure joy. Cedric Jennings, the son of a drug dealer and the product of one of Washington's most treacherous neighborhoods, has worked toward this moment for his entire life.

Ticket Out of Poverty

Cedric, whose struggle to excel was chronicled in a May 26 page one article in this newspaper, hails from a square mile of chaos. His apartment building is surrounded by crack dealers, and his high school, Frank W. Ballou Senior High, is at the heart of the highest-crime area in the city. Already this year, four teenagers from his district – teens who should have been his schoolmates – were charged in homicides. Another six are dead, murder victims themselves.

For Cedric, M.I.T. has taken on almost mythic proportions. It represents the culmination of everything he has worked for, his ticket to escape poverty. He has staked everything on getting accepted to college here, and at the summer program's end he will find out whether he stands a chance. He doesn't dare think about what will happen if the answer is no.

"This will be the first steps of my path out, out of here, to a whole other world," he had said not long before leaving Washington for the summer program. "I'll be going so far from here, there'll be no looking back."

As Cedric looks around the bustling dormitory lobby on that first day, he finally feels at home, like he belongs. "They arrive here and say, 'Wow, I didn't know there were so many like me,'" says William Ramsey, administrative director of M.I.T.'s program. "It gives them a sense . . . that being a smart minority kid is the most normal thing to be."

Stranger in a Strange Land

But they aren't all alike, really, a lesson Cedric is learning all too fast. He is one of only a tiny handful of students from poor backgrounds; most of the rest range from lower-middle-class to affluent. As he settles into chemistry class on the first day, a row of girls, all savvy and composed, amuse themselves by poking fun at "my Washington street-slang," as Cedric tells it later. "You know, the way I talk, slur my words and whatever."

Cedric is often taunted at his nearly all-black high school for "talking white." But now, he is hearing the flawless diction of a different world, of black students from suburbs with neat lawns and high schools that send most graduates off to college.

Other differences soon set him apart. One afternoon, as students talk about missing their families, it becomes clear that almost everyone else has a father at home. Cedric's own father denied paternity for years and has been in jail for almost a decade. And while many of the students have been teased back home for being brainy, Cedric's studiousness has earned him threats from gang members with guns.

Most worrisome, though, is that despite years of asking for extra work after school – of creating his own independent-study course just to get the basic education that students elsewhere take for granted – he is woefully far behind. He is overwhelmed by the blistering workload: six hours each day of intensive classes, study sessions with tutors each night, endless hours more of homework.

Only in calculus, his favorite subject, does he feel sure of himself. He is slipping steadily behind in physics, chemistry, robotics and English.

In the second week of the program, Cedric asks one of the smartest students, who hails from a top-notch public school, for help on some homework. "He said it was 'beneath him,'" Cedric murmurs later, barely able to utter the words. "Like, he's so much better than me. Like I'm some kind of inferior human being."

A crowd of students jostles into a dormitory lounge a few evenings later for Chinese food, soda and a rare moment of release from studying. Cliques already have formed, there are whispers of romances, and lunch groups have crystallized, almost always along black or Hispanic lines. But as egg rolls disappear, divides are crossed.

A Hispanic teenager from a middle-class New Mexico neighborhood tries to teach the opening bars of Beethoven's "Moonlight Sonata" to a black youngster, a toll taker's son from Miami. An impeccably-clad black girl from an affluent neighborhood teaches some dance steps to a less privileged one.

Tutors, mostly minority undergraduates at M.I.T. who once went through this program, look on with tight smiles, always watchful. The academic pressure, they know, is rising fast. Midterm exams start this week – along with all-nighters and panic. Some students will grow depressed; others will get sick from exhaustion. The tutors count heads, to see if anyone looks glum, confused, or strays from the group.

"They're going through so much, that a day here is like a week, so we can't let them be down in the dumps for very long," says Valencia Thomas, a graduate of this program and now a 20-year-old sophomore at nearby Harvard University."Their identities are being challenged, broken up and reformed. Being a minority and a high achiever means you have to carry extra baggage about who you are, and where you belong. That puts them at risk."

Tonight, all the students seem to be happy and accounted for. Almost.

Upstairs, Cedric is lying on his bed with the door closed and lights off, waiting for a miracle, that somehow, he will "be able to keep up with the others."

It is slow in coming.

"It's all about proving yourself, really," he says quietly, sitting up. "I'm trying, you know. It's all I can do is try. But where I start from is so far behind where some other kids are, I have to run twice the distance to catch up."

He is cutting back on calls to his mother, not wanting to tell her that things aren't going so well. Barbara Jennings had raised her boy to believe that he can succeed, that he must. When Cedric was a toddler, she quit her clerical job temporarily and went on welfare so that she could take him to museums, read him books, instill in him the importance of getting an education – and getting out.

"I know what she'll say: 'Don't get down, you can do anything you set your mind to,'" Cedric says. "I'm finding out it's not that simple."

Cedric isn't the only student who is falling behind. Moments later, Neda Ramirez's staccato voice echoes across the dormitory courtyard.

"I am so angry," says the Mexican-American teen, who goes to a rough, mostly Hispanic high school in the Texas border town of Edinburg. "I work so hard at my school – I have a 102% average – but I'm realizing the school is so awful it doesn't amount to anything. I don't belong here. My

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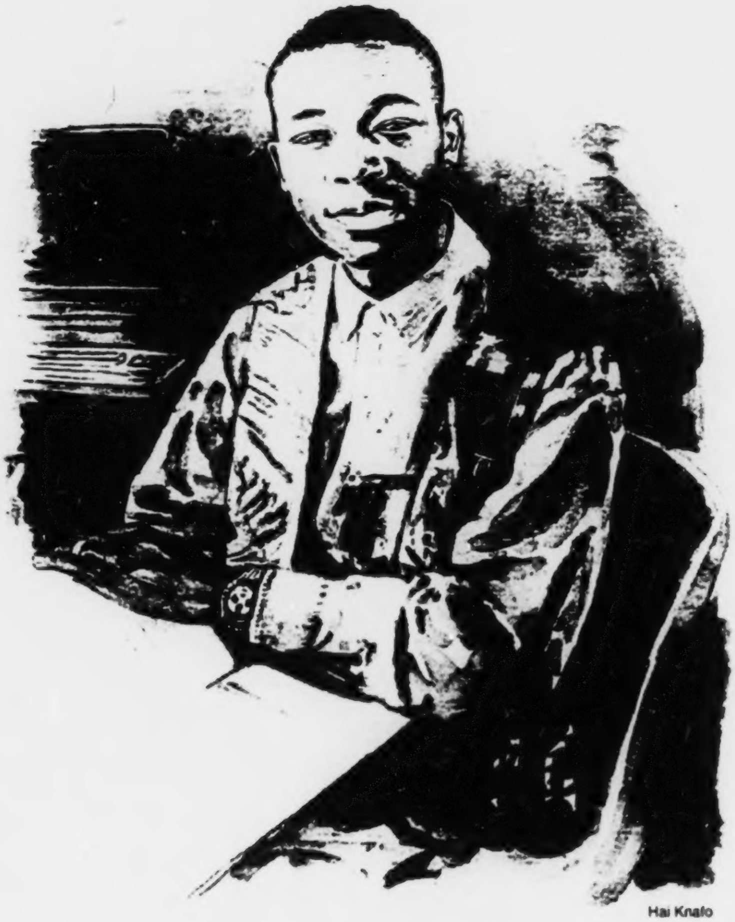

Hai Knafo

Cedric Jennings

father says, 'Learn as much as you can at M.I.T., do your best and accept the consequences.' I said, 'Yeah, Dad, but I'm the one who has to deal with the failure.'"

By the middle of the third week, the detonations of self-doubt become audible. One morning in physics class, Cedric stands at his desk, walks out into the hallway, and screams.

The physics teacher, Thomas Washington, a black 24-year-old Ph.D. candidate at M.I.T., rushes after him. "I told him, 'Cedric, don't be so hard on yourself,'" Mr. Washington recounts later. "I told him that a lot of the material is new to lots of the kids – just keep at it."

But, days after the incident, Mr. Washington vents his frustration at how the deck is stacked against underprivileged students like Cedric and Neda.

"You have to understand that there's a controversy over who these types of programs should serve," he says, sitting in a sunny foyer one morning after class. "If you only took the kids who need this the most, the ones who somehow excel at terrible schools, who swim upstream but are still far behind academically, you wouldn't get enough eventually accepted to M.I.T. to justify the program."

And so the program ends up serving many students who really don't need it. Certainly, M.I.T.'s program – like others at many top colleges – looks very good. More than half its students eventually are offered admission to the freshman class. Those victors, however, are generally students from better schools in better neighborhoods, acknowledges Mr. Ramsey, a black M.I.T. graduate who is the program's administrative director. For some of them, this program is little more than resume padding.

Mr. Ramsey, 68, had hoped it would be different. Seven years ago, when he took over the program, he had "grand plans, to find late bloomers, and deserving kids in tough spots. But it didn't take me three months to realize I'd be putting kids on a suicide dash."

A six-week program like M.I.T.'s, which doesn't offer additional, continuing support, simply can't function if it is filled only with inner-city youths whose educations lag so far behind, he says: "They'd get washed out and everything they believe in would come crashing down on their heads. Listen, we know a lot about suicide rates up here. I'd be raising them."

Perhaps it isn't surprising, then, that while 47% of all black children live in poverty in America, only about a dozen students in this year's M.I.T. program would even be considered lower-middle class, according to Mr. Ramsey. Though one or two of the neediest students like Cedric find their way to the program each year, he adds, they tend to be long shots to make it to the next step, into M.I.T. for college. Those few, though, Mr. Ramsey says, are "cases where you could save lives."

Which is why Cedric, more than perhaps any other student in this year's program, hits a nerve.

"I want to take Cedric by the hand and lead him through the material," says physics instructor Mr. Washington, pensively. "But I resist. The real world's not like that. If he makes it to M.I.T., he won't have someone like me to help him.

"You know, part of it I suppose is our fault," he adds. "We haven't figured out a way to give credit for distance traveled."

So, within the program – like society beyond it – a class system is becoming obvious, even to the students. At the top are students like the beautifully dressed Jenica Dover, one of the girls who had found Cedric's diction so amusing. A confident black girl, she attends a mostly white high school in wealthy Newton, Mass. "Some of this stuff is review for me," she says one day, strolling from physics class, where she spent some of the hour giggling with deskmates. "I come from a very good school, and that makes all this pretty manageable."

Cedric, Neda and the few others from poor backgrounds, meanwhile, are left to rely on what has gotten them this far: adrenaline and faith.

On a particularly sour day in mid-July, Cedric's rising doubts seem to overwhelm him. He can't work any harder in calculus, his best subject, yet he still lags behind other students in the class. Physics is becoming a daily nightmare.

Tossing and turning that night, too troubled to sleep, he looks out at the lights of M.I.T., thinking about the sacrifices he has made – the hours of extra work that he begged for from his teachers, the years focusing so single-mindedly on school that he didn't even have friends. "I thought that night that it wasn't ever going to be enough. That I wouldn't make it to M.I.T.," he says later. "That, all this time, I was just fooling myself."

As the hours passed he fell in and out of sleep. Then he awoke with a jolt, suddenly thinking about Cornelia Cunningham, an elder at the Washington Pentecostal church

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he attends as often as four times a week with his mother. A surrogate grandmother who had challenged and prodded Cedric since he was a small boy, "Mother Cunningham," as he always called her, had died two weeks before he left for M.I.T.

"I was lying there, and her spirit seemed to come to me. I could hear her voice, right there in my room, saying — just like always — 'Cedric, you haven't yet begun to fight,'" he recounts. "And the next morning, I woke up and dove into my calculus homework like never before."

◆

The auditorium near M.I.T.'s majestic domed library rings with raucous cheering, as teams prepare their robots for battle. Technically, this is an exercise in ingenuity and teamwork: Each three-student team had been given a box of motors, levers and wheels to design a machine — mostly little cars with hooks on the front — to fight against another team's robot over a small soccer ball.

But something has gone awry. The trios, carefully chosen and mixed in past years by the instructors, were self-selected this year by the students. Clearly, the lines were drawn by race. As the elimination rounds begin, Hispanic teams battle against black teams. "PUERTO RICO, PUERTO RICO," comes the chant from the Hispanic side.

Black students whoop as Cedric's team fights into the quarterfinals, only to lose. He stumbles in mock anguish toward the black section, into the arms of several girls who have become his friends. The winner, oddly enough, is a team led by a Caucasian boy from Oklahoma who is here because he is 1/128 Potawatomi Indian. Both camps are muted.

In the final weeks, the explosive issues of race and class that have been simmering since the students arrive break out into the open. It isn't just black vs. Hispanic or poor vs. rich. It is minority vs. white.

At a lunch table, over cold cuts on whole wheat, talk turns to the ultimate insult: "wanting to be white." Jocelyn Truitt, a black girl from a good Maryland high school, says her mother, a college professor, "started early on telling me to ignore the whole 'white' thing . . . I've got white friends. People say things, that I'm trading up, selling out, but I don't listen. Let them talk."

Leslie Chavez says she hears it, too, in her largely Hispanic school. "If you get good grades, you're 'white.' What, so you shouldn't do that? Thinking that way is a formula for failure."

In an English class discussion later on the same issue, some students say assimilation is the only answer. "The success of whites means they've mapped out the territory for success," says Alfred Fraijo, a cocky Hispanic from Los Angeles. "If you want to move up, and fit in, it will have to be on those terms. There's nothing wrong with aspiring to that — it's worth the price of success."

Cedric listens carefully, but the arguments for assimilation are foreign to him. He knows few whites; in his world, whites have always been the unseen oppressors. "The charge of 'wanting to be white,' where I'm from," Cedric says, "is like treason."

A charge for which he is being called to task, and not just by tough kids in Ballou's hallways. He has had phone conversations over the past few weeks with an old friend from junior high, a boy his age named Torrance Parks, who is trying to convert Cedric to Islam.

"He just says I should stick with my own," says Cedric, "that I'm already betraying my people, leaving them all behind, by coming up to a big white university and all, that even if I'm successful, I'll never be accepted by whites."

Back in Washington, Cedric's mother, a data-input clerk at the Department of Agriculture, is worried. She hopes Cedric will now continue to push forward, to take advantage of scholarships to private prep schools, getting him out of Ballou High for his senior year, "keeping on his path out."

"He needs to get more of what he's getting at M.I.T., more challenging work with nice, hard-working kids — maybe even white kids," she says. The words of Islam, which she fears might lead toward more radical black separatism, would "mean a retreat from all that." She adds that she asks Torrance: "What can you offer my son other than hate?"

She is increasingly frustrated, yet unable to get her son to discuss the issue. When recruiters from Phillips Exeter Academy come to M.I.T. to talk to the students, Cedric snubs them. "They have to wear jacket and tie there; it's elitist," he says, "It's not for me."

Still, in the past few weeks, Cedric has been inching forward. Perseverance finally seems to be paying off. He has risen to near the top of the group in calculus. He is improving in chemistry, adequate in robotics, and showing some potential in English. Physics remains a sore spot.

He also has found his place here. The clutch of middle- and upper-middle-class black girls who once made fun of him has grown fond of him, fiercely protective of him. One Friday night, when Cedric demurs about joining a Saturday group trip to Cape Cod, the girls press him until he finally admits his reason: He doesn't have a bathing suit.

"So we took him to the mall to pick out some trunks," says Isa Williams, the daughter of two Atlanta college professors. "Because he doesn't have maybe as many friends at home, Cedric has a tendency of closing up when he gets sad, and not turning to other people," she adds. "We want him to know we're there for him."

The next day, on the bus, Cedric, at his buoyant best, leads the group in songs.

Though he doesn't want to say it — to jinx anything — by early in the fifth week Cedric is actually feeling a shard of hope. Blackboard scribbles are beginning to make sense, even on the day in late-July when he is thinking only about what will follow classes: a late afternoon meeting with Prof. Trilling, the academic director. This is the meeting Cedric has been waiting for since the moment he arrived, when the professor will assess his progress and — most important — his prospects for someday getting accepted into M.I.T.

Cedric, wound tight, gets lost on the way to Prof. Trilling's office, arriving a few minutes late. Professor Trilling, who is white, ushers the youngster into an office filled with certificates, wide windows, and a dark wood desk. Always conscious of clothes, Cedric tries to break the ice by complimenting Mr. Trilling on his shoes, but the professor doesn't respond, moving right to business.

'He made me feel so small, this big,' he says, almost screaming, as he presses his fingers close.

After a moment, he asks Cedric if he is "thinking about applying and coming to M.I.T."

"Yeah," Cedric says. "I've been wanting to come for years."

"Well, I don't think you're M.I.T. material," the professor says flatly. "Your academic record isn't strong enough."

Cedric, whose average for his junior year was better than perfect, 4.19, thanks to several A+ grades, asks what he means.

The professor explains that Cedric's Scholastic Aptitude Test scores — he has scored only a 910 out of a possible 1600 — are about 200 points below what they need to be.

Agitated, Cedric begins insisting that he is willing to work hard, "exceedingly hard," to make it at M.I.T. "He seemed to have this notion that if you work hard enough, you can achieve anything," Prof. Trilling recalls haltingly. "That is admirable, but it also can set up for disappointment. And, at the present time, I told him, that just doesn't seem to be enough."

Ending the meeting, the professor jots down names of professors at Howard University, a black college in Washington, and at the University of Maryland. He

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suggests that Cedric call them, that if Cedric does well at one of those colleges, he might someday be able to transfer to M.I.T.

Cedric's eyes are wide, his temples bulging, his teeth clenched. He doesn't hear Mr. Trilling's words of encouragement; he hears only M.I.T.'s rejection. He takes the piece of paper from the professor, leaves without a word, and walks across campus and to his dorm room. Crumpling up the note, he throws it in the garbage. He skips dinner that night, ignoring the knocks on his locked door from Isa, Jenica and other worried friends. "I thought about everything," he says, "about what a fool I've been."

The next morning, wandering out into the foyer as calculus class ends, he finally blows. "He made me feel so small, this big," he says, almost screaming, as he presses his fingers close. "'Not M.I.T. material' . . . Who is he to tell me that? He doesn't know what I've been through. This is it, right, this is racism. A white guy telling me I can't do it."

Physics class is starting. Cedric slips in, moving, now almost by rote, to the front row – the place he sits in almost every class he has ever taken.

Isa passes him a note: What happened?

He writes a note back describing the meeting and saying he is thinking of leaving, of just going home. The return missive, now also signed by Jenica and a third friend, tells Cedric he has worked too hard to give up. "You can't just run away," the note says, as Isa recalls later. "You have to stay and prove to them you have what it takes. . . . We all care about you and love you." Cedric folds the note gently and puts it in his pocket.

The hour ends, with a worksheet Cedric is supposed to hand in barely touched. Taking a thick pencil from his bookbag, he scrawls "I AM LOST" across the blank sheet, drops it on the teacher's desk, and disappears into the crowd.

Jenica runs to catch up with him, to commiserate. But it will be difficult for her to fully understand: In her meeting with Prof. Trilling the next day, he encourages her to enroll at M.I.T. She shrugs off the invitation. "Actually," she tells the professor, "I was planning to go to Stanford."

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On a sweltering late-summer day, all three air conditioners are blasting in Cedric's cramped apartment in Washington. Cedric is sitting on his bed, piled high with clothes, one of his bags not yet unpacked even though he returned home from Cambridge several weeks ago.

The last days of the M.I.T. program were fitful. Cedric didn't go to the final banquet, where awards are presented, because he didn't want to see Prof. Trilling again. But he made friends in Cambridge, and on the last morning, as vans were loaded for trips to the airport, he hugged and cried like the rest of them.

"I don't think much about it now, about M.I.T.," he says, as a police car speeds by, its siren barely audible over the air conditioners' whir. "Other things are happening. I have plenty to do."

Not really. Most days since returning from New England, he has spent knocking around the tiny, spare apartment, or going to church, or plodding through applications for colleges and scholarships.

The calls from Torrance, who has been joined in his passion for Islam by Cedric's first cousin, have increased. Cedric says he "just listens," and that "it's hard to argue with" Torrance.

But inside the awkward youngster, a storm rages. Not at home on the hustling streets, and ostracized by high-school peers who see his ambition as a sign of "disrespect," Cedric has discovered that the future he so carefully charted may not welcome him either.

Certainly, he will apply to colleges. And his final evaluations from each M.I.T. class turned out better than he – and perhaps even Prof. Trilling – thought they would. He showed improvement right through the very last day.

But the experience in Cambridge left Cedric bewildered. Private-school scholarship offers, crucial to help underprivileged students make up for lost years before landing in the swift currents of college, have been passed by, despite his mother's urgings. Instead, Cedric Jennings has decided to return to Ballou High, the place from which he has spent the last three years trying to escape.

"I know this may sound crazy," he says, shaking his head. "But I guess I'm sort of comfortable there, at my school. Comfortable in this place that I hate."

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San Francisco Chronicle

NORTHERN CALIFORNIA'S COMPLETE LITERARY GUIDE ◆ JUNE 14–20, 1998

BOOK REVIEW

Out of The 'Hood, Into the Ivy

Determined teen makes it from dismal urban school to elite Brown University

A HOPE IN THE UNSEEN
An American Odyssey
From the Inner City to the Ivy League
By Ron Suskind
Broadway. 372 pages. $25

Reviewed by Dan Froomkin

There are few places further apart in America today than inner-city public high schools and Ivy League universities. They represent the far edges of society — one vastly deprived and dangerous, the other supremely comfortable and confident. In "A Hope in the Unseen," reporter Ron Suskind tells the story of a young black man who makes the "particularly long journey from one edge of America to the other."

While the resulting book is a searing exposé of social injustice, it couldn't be less didactic. "A Hope in the Unseen" is not a diatribe, it's a story: a moving and meticulous narration of two years in the life of Cedric Jennings as he manages to survive senior year (1993-94) at Ballou Senior High School, a troubled and violent high school in southeast Washington, D.C., and freshman year (1994-95) at Brown University.

The book opens with a dazzling set piece worthy of Tom Wolfe. Ballou's principal is leading a raucous assembly — complete with Mayor Marion Barry — to honor the school's few academic standouts. But Cedric isn't there. Aware that academic distinction at Ballou elicits catcalls and physical as-

IN MEMORY OF
JOHN NICHOLAS B

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From Page

sault, he is hiding in his one refuge, the chemistry lab, clenching his jaw and working through a practice SAT test.

Gently, and with an enviable eye for detail, Suskind – a reporter for the Wall Street Journal who won a Pulitzer Prize in 1995 for two articles he wrote about Cedric – brings the boy alive. Cedric's home life, while centered on his loving and deeply religious single mother, is harrowing. A latchkey kid from the age of 5, Cedric grew up in a succession of dismal, violent neighborhoods, each move triggered by eviction and followed by an endless stream of unpaid bills. Cedric barely knows his father, a drug dealer serving hard time.

Magnet schools often provide a partial escape for the most talented students in the inner city, and Cedric was accepted into one for eighth grade. But then his mother's precarious finances collapsed, and Cedric lived for a while with no heat, no electricity and not enough food. Not surprisingly, he started arriving late for school, often hungry, irritable and disrespectful, and he wasn't invited back the following year.

Being condemned to Ballou is a punishment no one should endure. Teachers get punched out, gang members run unchecked, standards are abysmally low, the dropout rate is outrageously high, and those who dare to excel are brought down. Cedric's 4.02 grade point average, for instance, earns him nothing but derision from fellow students.

At Cedric's high school those who dare to excel are brought down. His 4.02 grade point average earns him nothing but derision from fellow students.

"Educators have even coined a phrase for it," Suskind writes. "They call it the crab/bucket syndrome. When one crab tries to climb from the bucket, the others pull it back down." While the crabs keep pulling, Cedric maintains an obsessive – sometimes scary – drive to rise far above what is expected of his fellow students. The only way to keep from succumbing to the tide of gangs, guns, drugs and teen parenthood that sweeps away so many of his peers is to hold himself utterly aloof. Suskind allows the reader to see that Cedric, while heroic, is also a moody loner, almost friendless, and thoroughly sexless.

The book's title comes from the fact that Cedric's hopes are about places so remote from his experience that he has not the slightest clue as to what they are really like – places like MIT and Brown. "I know it's crazy," he tells his favorite teacher, "but I believe that's where I belong, even if they're places I haven't really seen."

Cedric's story is almost always compelling, and it's punctuated with some priceless scenes. One takes place when Cedric, invited to have an audience with Supreme Court Justice Clarence Thomas, ends up spending three excruciating hours listening to Thomas pat himself on the back.

While by Ballou standards Cedric is a standout, at Brown he's so unprepared it's appalling. It is heartbreaking to watch as he comes to realize that not only his academic background but his experiences and socialization are utterly different from those of his new peers.

Brown is 11 percent black and Hispanic – but even those small numbers are deceptive. Cedric learns that almost all the other minority students are middle- or upper class. Affirmative action rarely makes it all the way to the ghetto.

Suskind's novelistic approach to this nonfiction story makes for great read, but it is also seriously disconcerting. Perhaps because Cedric's story was initially written for a newspaper, Suskind him[illegible] never appears. Neither are [illegible] quotes or internal monologue sourced in any way. Suskind plays omniscient narrator, but in reality there is no such thing. The result is feeling of dishonesty – not in the facts but in the telling.

In particular, one wonders what effect Suskind had on the drama itself. How much of the razzing Cedric gets at Ballou has to do with the fact that he's being shadowed by a white Wall Street Journal reporter? Also, writing internal monologues is dicey stuff, and Suskind writes white internal monologue better than black, old better than young. Almost everybody ends up sounding Ivy League.

Consider one scene soon after Cedric's arrival at Brown, when he realizes that his classmates are the children of millionaires and that his SAT scores are vastly lower than about anyone else's. "All he knows," Suskind writes, "is that his suspicion that he lacks prerequisite kn[illegible] edge and acquired poise is me[illegible] sizing."

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I suspect Cedric's actual internal monologue was something more like "Holy s–! What the hell am I doing here?" In the author's note appended to the end of his book, Suskind describes his process – which he says included not only firsthand reporting but hundreds of interviews, many immediately after the specific events he describes. But even there he doesn't address what effect his presence and his stories had on the story. And Suskind never comes out from behind his journalistic cover to tell us what he makes of all this, or what lessons he thinks can be learned from Cedric's story.

Some readers will miss that, but luckily, a very clear message emerges anyway: It shouldn't be nearly so hard to do what Cedric did. The journey shouldn't be nearly so far. ■

Formerly with Education Week, Dan Froomkin is an editor at Washingtonpost.com.

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McREL 2000 Fall Conference

Concurrent Session B2
October 19, 2000: 3:00 pm - 4:30 pm

Connecting Teacher Preparation to Teacher Quality and K-12 Student Learning

Ceri Dean, Principal Consultant & Pat Lauer, Senior Researcher

The United States Department of Education recently inaugurated two programs that recognize the need to improve teacher quality. Summer institutes brought together teacher educators, K-12 staff, and community members to design action plans for the improvement of teacher preparation. A national awards program for teacher preparation was implemented to recognize outstanding programs based on evidence that they are preparing their graduates to improve the learning of all students. In this session, McREL consultants who worked with these programs will describe the outcomes and explore their implications with participants. The new emphasis on teacher performance data will be highlighted. Participants will discuss the roles that teacher preparation and K-12 education play in the improvement of teacher quality in their own communities and will brainstorm ways to span the boundaries between preservice and inservice teacher learning.

Presidents' Summit on Teacher Quality

> *The issues surrounding teacher quality and student learning are severe and urgent....Presidents should worry less about exactly what to do. The important thing is to do something, to try something.*
>
> --Recommendation of Summit participants

Few would disagree that ensuring well-prepared teachers is essential to the nation's goal of educating all children to high standards. But how does one translate a desire to improve teacher education into the actions that must be taken to achieve that goal?

On September 15 and 16, 1999, Secretary Riley convened almost sixty-five presidents and chancellors of the nation's institutions of higher education, representing forty states, to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

Presidents met in small groups, each facilitated by one of their peers and by an individual with a national perspective on the topic of discussion. Each session focused on one of three topics:

- mission and structure;
- partnerships; and
- accountability.

The pages that follow frame the importance of each of these three discussion themes and present challenges and critical questions, which Summit participants received in advance of the Summit. Next, for each theme—mission and structure, partnerships, and accountability—readers will find recommendations, generated by the presidents who attended the Summit, of actions that higher education presidents and chancellors might take to improve teacher education at their institutions.

These next steps do not represent consensus among Summit participants. The recommendations are provided in their entirety so that leaders of higher education institutions throughout the nation might find several ideas that they can implement on their own campuses.

Mission and Structure

Declare that the institution's main responsibility is to improve public schools.

--Recommendation of Summit participants

The Importance

All of our nation's children need to be well educated—not only for moral reasons, but also because our country depends on it. Failure to provide all children with a sound education is unacceptable in this information age in which education is essential to both a sound economy and a viable democracy. The strong public schools that give us a healthy nation depend on quality teacher education. All our efforts to improve student learning depend on better teaching in schools throughout the country.

Institutions of higher education—the engines of education reform—have the power to produce better teachers. After all, since all teachers have college degrees, these institutions educate and train every school and college teacher in America. While the responsibility for improving education nationwide falls on many shoulders, colleges and universities play a particularly important role. It is time for higher education as a whole to accept the responsibility for teacher education that it abdicated to colleges of education earlier in this century.

For higher education institutions, the overarching challenge is to bring the preparation of teachers back to the position it once held in American higher education—as a core mission function that involves all segments of the campus and has the active support of top university leaders. Campus chief executives, provosts, and even trustees must be willing to create and sustain the changes in policy, structure, and practice that result in a focus on quality teacher preparation throughout an institution. To be successful in meeting the needs of students, teacher preparation reform must be comprehensive, must involve the entire college or university, and should be sustained over time by a set of campus-wide values that become embedded in the institution's culture.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Teacher education's history has led to many of its current weaknesses. During this century, we have seen the transition from Normal Schools to research institutions, as well as the states' increased reliance on colleges of education to shape teacher preparation.
- The preparation of teachers has been marginalized on many campuses, buried under the weight of other priorities that receive more support from faculty and from university leaders.
- Reforms come with political and financial costs. Inertia and built-in rigidities inhibit reforms.
- Schools of education have struggled unsuccessfully to earn respect within the higher education culture. They suffer from "prestige deprivation" and "second-class citizenship."
- Organizational barriers and incentive systems impede collaboration across the campus in preparing teachers. Teacher education operates from a position of a "splendid isolation" that is neither a splendid nor a useful isolation.
- Faculty involvement in K-12 schools, from education and from arts and sciences, is not recognized and rewarded. An emphasis on tenure, scholarship, and research have led to the neglect of K-12 schools, particularly those in the inner cities and rural areas.
- Higher education has not done enough to contribute the tremendous power of its research and scholarship to answer key policy questions faced by the K-12 schools near them.
- Teacher education programs are often cited as "cash cows" within universities. Traditional funding systems are inadequate.
- Schools of education often have higher student/faculty ratios than other schools.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Does teacher preparation—as a campus-wide function—have status on my campus consistent with other key mission functions?
- How is teacher education funded at my institution?
- Have I made commitment to high-quality teacher preparation a major factor in making policy decisions, setting budget priorities, and choosing deans and faculty at my institution?

- Does the tenure process at my institution reward faculty who teach undergraduates and undertake related work in K–12 schools?
- Do faculty members throughout my institution see educating teachers as one of their main missions?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to elevating teacher education on their campuses.

- Ask publicly whether the university wants to be committed to a strong college of education. If the answer is yes, be willing to support it with the resources it needs.
- Make arts and sciences deans equally responsible for the success of teacher preparation programs. Establish reporting lines to the provost or to the president that bridge the organizational barriers between discrete college units.
- Redefine scholarship on campus for promotion and tenure decisions and faculty merit salary rewards. Recognize that faculty assignments involving field activities with cohort groups of students take more time than teaching a campus-based class.
- Examine and revise the balance expected of all faculty in teaching, service, and research activities so that the expectations held by the university are consistent with its stated commitment to high quality teaching and teacher preparation.
- Examine the expectations of senior and junior faculty regarding the work of K-16 partnership building and outreach to the schools. If they are inadequate, make appropriate changes to teaching loads, reward systems, and budget allocations to departments and to colleges.
- Identify and implement ways to use the budget as an effective tool to leverage change at the college and department levels.
- Move the department of education to the "signature building" on campus. This relocation will give value to the department and will provide a powerful message to both the community and the institution regarding the importance of the department.
- Institute university-funded scholarships for students who enter the teaching profession, sending a clear message about its value.
- Define the mission of the institution in terms of service to the region in which it sits, and drive the teacher preparation programs toward this mission.
- Consciously take opportunities to be advocates for teacher preparation programs, which often suffer from low comparative prestige within universities. Stress their

critical role in serving society and their consequent centrality to the mission of a strong university.

- Declare that the institution's main responsibility is to improve public schools. As chancellor, give system presidents a "carte blanche" to reform, which can lead to a turnover of deans and the redesign of most programs. If programs are of poor quality, note this publicly.
- As chancellor, increase enrollment, secure more funding, and allocate it to teacher education. In order to receive increased funding, presidents within the university system will need to do more teacher education.
- Make a statement about how a president spends his or her time by making as many school visits as possible. Do not underestimate the symbolic value of what a president says and does.
- Announce up front that for the entire campus, teacher education is a priority. Most faculty have children and so are interested in the quality of the schools.
- Establish as a priority the equipping of education faculty with technology. This will give a strong message regarding the importance of the department.
- Institute a policy that education programs must be nationally accredited.
- Require faculty to develop an annual professional development plan that reflects their work with schools and children as well as with university students.
- Have a discussion with the provost regarding the mission of the institution.
- Compile data about children and education in the community and use them to captivate people and to raise their interest in supporting a focus on teacher education.
- Work to ensure a strong statewide system because improving teacher education cannot be sufficiently addressed one institution at a time in some states.
- Speak out about the need for a cultural shift in the appreciation of teachers, for higher teacher salaries, for higher standards, and for throwing out the current "byzantine" licensing requirements and creating better ones.
- Play a greater advocacy role in order to influence policy that affects teaching and to uncover the scandalous "dirty little secret" about underprepared teachers and states' willingness to grant waivers. (States would never waive requirements this way in the health professions.)
- Write an op-ed on public policy and teaching.
- Encourage colleges of education to declare charter schools of education. These are places that "go for broke" and depart from the pack.
- Use external funding as a catalyst for change.
- Invest in faculty development.
- Tweak the institution's governance so that it provides an overall structure that addresses long-term concerns.

Partnerships

> *Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.*
>
> -- Recommendation of Summit participants

The Importance

Preparing good teachers has never been more important or challenging than it is today. The changing demographics of the student body and increasing expectations for all students inevitably lead us to demand more of teachers. Preparing them to meet these higher expectations is a campus-wide challenge.

Schools of education cannot do this alone. Prospective teachers need sufficient content knowledge and the teaching skills to convey that knowledge to diverse students in increasingly challenging classrooms. Preparing teachers who are ready to meet these challenges successfully can only be accomplished through commitment of the entire university and its active involvement with local schools. In this sense, the preparation of teachers is a three-way responsibility of arts and sciences, education, and the schools. Too often, one of these partners is asked to shoulder the full load. Let us transform teacher education into a coordinated effort among K–12 school educators and faculty of both education and the arts and sciences at our institutions of higher education.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Parents, employers, and policymakers expect teachers to have strong academic preparation in the subjects they teach. An institutional commitment to strong teacher preparation means revamping the general curriculum to prepare teachers with the content they need to be successful. In particular, many elementary teachers do not receive the strong liberal arts background they need.
- During the last half-century, the traditional separation on higher education campuses of schools of education from the arts and sciences, as well as the "second-class citizenship" of education, have made collaboration among the two difficult. Making teacher education an important mission of the arts and sciences disciplines takes sustained leadership from many levels.

- Integrating the liberal arts and education can be expensive because it requires the development of a new set of courses.
- Over the years, schools of education have minimized their connection to local schools, especially as faculty sought recognition within the higher education culture rather than through involvement in schools. The result is that methods courses are generally taught exclusively on campus, and supervision of student teaching has been left to faculty adjuncts.
- Prospective teachers often do not get the extensive field experiences and real connections to schools that they need to apply and practice what they have learned.
- Reducing the high attrition rate for new teachers by supporting them as they begin their careers demands close working relationships between higher education institutions and local schools.
- Lack of partnerships among schools and higher education faculty can mean that the faculty are not well versed in standards for K–12 students. They need this knowledge so that they can expose their prospective teachers to the standards to which they will be asked to teach when they begin their careers.
- Deans and faculty members, hired within an established higher education culture, often are not chosen on the basis of their commitment to enhancing institutional and school district relationships.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- How involved am I as president in building real partnerships with the schools where our students teach?
- To what extent is the teacher preparation program at my institution driven by local school improvement goals and student achievement challenges?
- What do I know about the adequacy of the content knowledge, teaching skills and clinical experiences of teachers who receive degrees from my institution? On whom do I rely for information about their training and their quality?
- How closely do the arts and sciences and education faculty members work together in the preparation of teachers?
- Can I list specific ways that my institution has made improving teaching and learning in local schools a main priority?
- Are hiring decisions for deans and faculty made on the basis of criteria consistent with our mission as a teacher training institution?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to partnerships on their campuses.

- Revise the reward system to provide incentives for faculty—arts and sciences as well as education—to get deeply involved in all aspects of teacher preparation.
- Put in place a process to ensure that campus teacher preparation and K–12 partnership priorities influence the selection of faculty members, deans, and department chairs.
- Examine the extent to which the program is meeting the needs of local schools for high quality teachers in each subject area, and make significant changes as a result.
- Insist on partnerships of equity and integrity. Exercise leadership to model such partnerships, establish personal relationships with superintendents, principals, and fellow presidents, require that grant applications and other program initiatives within the institution bring together cross-institutional resources and perspectives, and encourage collaborative, rather than competitive, relationships with other institutions in the region.
- Engage K–12 students, teachers, and administrators in evaluating the teacher preparation program.
- Lend personal support to the establishment and effective operation of a K-16 council that is chaired by the president or provost and includes a department chairperson, deans of education and the arts and sciences, and the superintendent in order to bring partners regularly to the table.
- Put in place an infrastructure that ensures that all the appropriate partners are at the table on a regular basis at both the state and the metropolitan levels.
- Build partnerships not just with arts and sciences, but also with the agriculture school, business school, and others. Partnerships need to be built *within* the university, first and foremost.
- Form a team between the school of arts and sciences and the school of education in order to ensure university cohesion and collaboration. Ensure that the undergraduate affairs department, deans, associate deans, and stellar faculty from both colleges are on board.
- Since presidents have discretion over the institution's budget, redirect funds to ensure that education gets its share.

- Find out what resources (including faculty) you have in your own institution with which to develop partnerships.
- Make it clear to appointed arts and science deans that they will be involved in teacher education, and that their duties will include collaborating with the college of education faculty and dean.
- Find out whether the education dean has the knowledge and skills needed to form partnerships. Ask, "Do I have an appropriate dean?" before committing oneself to further action as a president.
- Ensure that the provost is taking responsibility for ensuring that arts and sciences and education are partners.
- Insist that all research projects conducted at the institution—not just those within the education school—that deal with teaching or learning have a classroom teacher on the team that designs and implements the research.
- View partnerships with the arts and sciences as avenues for the recruitment of education majors and as ways to help overcome the negative reputation of education schools.
- Recruit the best deans and students into the college of education.
- Declare that there can be no unilateral decision-making with regard to teacher education. (Insist on conversations with arts and sciences and the local schools.)
- Think outside the box in strengthening the arts and science connection. If the education dean has impeccable credentials but no connection to schools, appoint a member of the arts and science faculty to be the dean of the education school.
- Create one college of the arts, sciences, and education under one roof.
- Experiment with ideas such as England's Open University and distance learning. Have faculty work in teams to create new programs.
- Build a strong partnership with public schools focused on meeting their needs. In turn, this will encourage the public school system to become a strong advocate for the college.
- Give faculty status to K–12 teachers who, as professional colleagues of the teacher preparation faculty, can serve as mentors to student teachers and new graduates.
- Seek the development of mechanisms and expectations that require education faculty to return to the public schools to teach from time to time (e.g., every five years) throughout their university careers.
- Establish an entrepreneurial rapid-response team that is capable of providing quickly developed, customized solutions to rapidly emerging problems. (Otherwise, the emergent needs of the schools will occur in quick time, as they usually do, while the processes of response from higher education will continue to occur in slow time.)
- Every year, spend two weeks of vacation time in the surrounding public schools.

- Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.
- Recognize that building quality teacher education programs at the university depends on extended clinical experiences, which require deep partnerships with schools. (One would not dream of neglecting a strong clinical component at the medical school.) Strong teacher education cannot happen by placing student teachers in schools for a few weeks.
- Establish, cultivate, and maintain a direct and personal relationship with the school district superintendent.
- Take the K–12 superintendent out for breakfast once a month.
- Be aware of and work to erase the snobbery that exists between university education professors and their K–12 partners.
- Involve a broad array of partners—broader than that to which presidents are accustomed. Include teacher unions, community and technical colleges, and businesses. There are very few partnerships that are strong throughout the continuum.
- Interact with a group of community members, enabling them to talk about the community that surrounds the institution. Emphasize the importance of bringing everyone together at the same time in order to alleviate the tendency to "pass the buck."
- Create school-to-work apprenticeships for teaching careers in local high schools.
- Open a public school in a university building on campus.
- Approach the governor and have a conversation about working for a common cause in support of a K–12 funding request.
- Be responsible for keeping graduates in a cycle of continuous education. Encourage the development of formal arrangements and programs that provide the opportunity for teacher graduates to continue to maintain an active relationship with their universities and to participate in continuing professional development and education programs. Invite graduates to return at no cost to utilize resources such as a technology center.
- Develop a mechanism through existing national associations to communicate information about effective practices, together with the data that demonstrates their success in enhancing student learning, so that other universities and school districts can replicate initiatives that have been proven to work.
- Engage retired teachers. Encourage schools of education to develop organized opportunities to engage them in innovative ways, such as mentoring prospective teachers, in their teacher education programs.
- Create summer employment opportunities for faculty by funding their proposals that involve innovative partnerships.

- Make a personal effort to assure that governors and state legislators are well informed about matters of teacher quality. Engage them and their staff in all of the key activities generated out of major school/university partnerships.
- Stress the value and status of teachers. Work with state governments to give teachers tax breaks, grocery discounts, etc.
- Speak out in the community about the importance of partnerships.
- Be willing to admit that presidents and their institutions do not have all the answers.
- Ensure that all parties have a say in the other's programs in order for partnerships to work.

Accountability

> *In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers.*
>
> --Recommendation of Summit participants

The Importance

Improving the achievement of our elementary and secondary students is a national goal. States have been pursuing this goal by emphasizing the need for high educational standards and for student accountability systems reflecting those standards. Increasingly, however, the public is calling for higher standards and greater accountability for the teachers who work with our students. As a result, the policies and practices of the institutions of higher education that produce teachers, and the states that certify them, have come under scrutiny. States and the federal government are implementing new accountability measures and reporting requirements for states and for colleges and universities.

Institutions of higher education have started taking steps to improve and to be accountable for teacher education. But there is a need for leaders in higher education to take bolder action to ensure that America's new teachers are of the highest quality during the next decade when over two million new teachers will be hired. While state and federal accountability measures can be refined and improved over time, institutions of higher education have two choices. They can fight the new push for accountability and miss the chance to use these tools as an incentive to improve, or they can insist on playing a leadership role in finding meaningful and appropriate ways to measure the quality of teacher education.

Accountability is not just an external mandate. It can also be developed and institutionalized within the campus culture in ways consistent with a college or university's mission, and as a spur to continuous improvement. After all, if we believe in our responsibility to prepare teachers well, we must be willing to find appropriate ways to measure whether we have succeeded—and ultimately, whether our teachers are succeeding in their new classrooms.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Higher education institutions have traditionally judged the quality of the teachers they produce through course grades and a limited student teaching experience. Meanwhile, policymakers have shifted to a results-oriented, standards-based approach for students and, increasingly, for teachers and higher education institutions as well.
- States are becoming less satisfied that graduation from a teacher education program ensures that a new teacher is qualified to teach students well. There is a growing trend toward high-stakes testing in which teacher education program approval is based on teaching candidates' performance on standardized licensing exams.
- Many people question the validity of evaluating programs based on accreditation, degree completion, or pass rates on paper-and-pencil licensing exams. The classroom performance of teacher education graduates is a better guide to program quality.
- Accreditation judgments in general tend to be based on an examination of the institution rather than a focus on the enhancement of K–12 schools.
- Institutions of higher education and states tend not to act as partners in teacher preparation; they more often have adversarial relationships.
- Admissions standards for teacher education play an important up-front role in accountability, but they often are set too low or without consideration of the kinds of individuals we want to bring into the profession.
- Some critics are so convinced of the inadequacy of teacher education and state licensing requirements that they propose to do away with them altogether.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Are the standards used to judge teacher preparation programs and new teachers driven by concern about quantity or quality?
- Are the admissions and retention standards in my teacher preparation program high enough to ensure high-quality graduates?
- How does my institution *know* that our teaching candidates have strong content knowledge and good teaching skills?

- If teaching performance is the ultimate test of quality, how good is the clinical experience component of our program?
- Will preservice students and current K–12 teachers and administrators agree with the program assessment judgments of my teacher preparation faculty and administrators?
- What role can my institution play in determining the measures of accountability on which our graduates and we will be judged?
- How does the teacher preparation program at my school stack up against the best in the country on the measures included in the report card mandated by Title II of the Higher Education Act?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to strengthening accountability on their campuses.

- Become actively involved in state teacher certification issues and in state or national efforts to strengthen accountability for teacher preparation program results.
- Examine the extent to which teacher licensure pass rates for a teacher preparation program are real measures of quality, or artifacts of a weak test and low cut scores, as part of the implementation of a program improvement strategy.
- Convene a campus group of key faculty and administrators to set program quality goals and to develop good indicators that could be used to decide how well the institution measures up.
- Develop program goals and implementation strategies with a campus-wide group that includes K–12 teachers and administrators as full members.
- Guarantee the performance of new teachers to the school districts that hire them, with two conditions: the teachers must be teaching in the fields and at grade levels in which they prepared to teach.
- Set standards for the institution's graduates that are higher than the state standards for entering the teaching profession.
- Adopt a formal admissions process that includes an assessment of whether candidates have the basic skills needed to succeed in the program.
- Get serious about how the institution's products (teachers) are affected by what the institution does. Higher education is the only "industry" that does not know anything about the quality of its product.

- Ensure a process for evaluating student learning and individualized instruction, which can take place even in large universities. Insist on accountability throughout the entire process of teacher education. Develop something like the Ford process for building in accountability at each stage of the process.
- Adopt an accountability system for the institution and for its students, whereby an institution-wide commitment to teaching a specific set of knowledge and skills is established and candidates are assessed at regular intervals to measure their progress—and that of the program—in relation to those skills.
- In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers. Institutions need to confirm to policymakers and the public that these qualities have in fact been exhibited at levels to justify the receipt of a state license.
- Work within and outside the institution to reach consensus about what the "end" of accountability is while allowing institutions to use different means in order to get there.
- Use multiple measures of performance that could include portfolios. The bottom line is: "Do our teachers have a positive impact on the learning performance of their students?"
- Shift the focus to exit standards instead of tests. What do the students know, and what are they able to do?
- Discuss the evaluation of the teacher education programs at school convocations and trustee meetings.
- Work in a group with other presidents to address accountability, including how well teachers teach in the K–12 schools and how well professors teach in the colleges of education and arts and sciences.
- Encourage faculty and academic administrators to develop ways of providing measurable results that demonstrate the impact on student learning of their various initiatives and programs.
- Use standardized tests for leverage, not as the only measure of accountability.
- Establish high expectations for deans of education and address how they are prepared.
- Form support systems with other presidents who are willing to take a stand for teacher education.
- Use the university's experts in assessment and evaluation to inform other faculty members in education and the arts and sciences.
- Promote teacher education, make it a university-wide enterprise, and make national accreditation mandatory.
- Increase the use of standardized testing as a barometer on the success of a program.
- Since institutions inevitably are going to be held accountable, embrace accountability and gain control of it.

STANDARDS AND ASSESSMENT

1. What is our current program status regarding **standards and assessment**?

2. Mark the box below that best describes how **standards and assessment** are addressed in our program's *academic content courses in the disciplines*.

☐ **Beginning:**

- Content courses are *not* aligned with professional and/or K-12 standards.
- There is *no* systematic collaboration between the arts and sciences faculty and education faculty to review and assess academic content courses.
- There is *no* systematic evaluation process for making course adjustments.

☐ **Developing:**

- Some content courses have been aligned with professional and/or K-12 standards.
- Education faculty and arts and sciences faculty are working together to review and assess academic course content and make modifications if necessary.

☐ **Optimal:**

- Content courses are aligned with professional and K-12 learning standards.
- Academic content courses are evaluated using multiple assessments, including performance-based measures.
- Changes to programs and courses are made when data indicate that modifications are needed.
- Academic content courses provide experiences through which preservice teachers can enhance their academic content knowledge in ways that will support their teaching.

3. Mark the box below that best describes how **standards and assessment** are addressed in our program's *teacher preparation and professional courses.*

☐ **Beginning:**

- There is little attempt to align teacher preparation courses to standards.
- The teacher preparation sequence makes sporadic or no use of assessment data to evaluate the effectiveness of its courses.
- Preservice teachers' experiences with assessment are not connected to methods or practices presented in teacher preparation courses.
- Preservice teachers are not exposed to the assessment procedures used in K-12 schools.

☐ **Developing:**

- Teacher preparation courses are aligned with standards.
- An approach is being developed for assessing program content and making changes as appropriate.
- Multiple formal and informal assessment and evaluation tools are being integrated into teacher preparation courses.
- Programs include activities on how to interpret and apply the results of state and local assessment procedures.
- Preservice teachers are familiar with multiple formal and informal assessment tools used in K-12 schools.

☐ **Optimal:**

- Teacher preparation courses are evaluated regularly for their alignment with professional and state standards.
- Faculty members make changes based on formal, structured evaluations and check to see that any changes made improve teacher preparation courses.
- Preservice teachers' performances are evaluated using multiple formal and informal assessment techniques.
- Preservice teachers use multiple formal and informal assessment tools in their own teaching. Examples are provided of how standards guide K-12 student learning.
- Preservice teachers understand and can interpret local and state learning assessments and use them to improve their teaching.

4. Mark the box below that best describes how **standards and assessment** are addressed in our program's *clinical experiences and K-12 school-university partnerships.*

☐ **Beginning:**

- Clinical experiences are evaluated independently without connecting to professional or state standards.
- Clinical experiences do *not* provide examples of how to connect assessment and K-12 student learning standards.
- There are no entry or exit requirements for clinical experiences.
- There are no standards or training for supervising preservice teachers.

☐ **Developing:**

- University faculty members work with K-12 school district staff to plan, design, and evaluate clinical experiences.
- Clinical experiences are evaluated using professional and state standards.
- Faculty and inservice teachers use multiple assessment strategies to evaluate preservice teachers.
- Entry and exit standards are being established for clinical experiences.
- Inservice teachers receive minimal training on how to supervise preservice teachers.

☐ **Optimal:**

- Clinical experiences and partnerships are evaluated collaboratively by inservice teachers and university faculty.
- Clinical experiences and partnership settings use multiple K-12 classroom assessments that are connected to learning standards.
- Multiple assessment methods are used to measure preservice teachers' growth and development during clinical experiences.
- Clinical experiences have established entry and exit requirements.
- All supervising teachers have specific training on how to supervise and mentor preservice teachers.
- Clinical experiences include a full-year internship.
- Preservice teachers are placed with master teachers carefully selected for their instructional expertise.
- Assessment processes that measure preservice teachers' growth are designed to continue beyond university preparation into the first years of teaching.

5. What barriers prevent us from moving closer to the optimal standards?

6. What actions will overcome the barriers and move us closer to the optimal standards?

7. How will we measure our progress?

8. Describe program goals or provide additional comments related to **standards and assessment**.

CONTEXTUAL TEACHING AND LEARNING

9. What is our current program status regarding **contextual teaching and learning**?

10. Mark the box below that best describes how **contextual teaching and learning** are addressed in our program's *academic content courses in the disciplines*.

☐ **Beginning:**

- The academic content courses do *not* use inquiry- or problem-based approaches to teaching and learning.
- There are no identified themes to serve as a cohesive thread throughout the academic content courses.
- Program content is delivered primarily by lecture and other traditional strategies.
- Preservice teachers are expected to make their own connections between their disciplines and how they are used in and outside the university and school settings.

☐ **Developing:**

- Faculty members intend to align the arts and sciences content and delivery with agreed upon student-centered learning theories such as inquiry and problem solving.
- Arts and sciences faculty and education faculty are beginning to model inquiry- and problem-based teaching strategies.
- Assessments include some performance-based measures, including portfolios, to evaluate preservice teachers' knowledge and application of their disciplines in and outside the university and school settings.

☐ **Optimal:**

- Arts and sciences faculty and education faculty have established content themes emerging from agreed upon learning theories.
- An understanding of subject matter is developed through student-centered approaches using inquiry and problem-solving methods.
- Faculty model student-centered, inquiry-based teaching.
- Academic content courses develop understanding about the role of family and community to learning and provide experiences that require preservice teachers to become involved outside the university and school settings.
- Preservice teachers are engaged in innovative teaching and learning practices in academic content courses.

11. Mark the box below that best describes how **contextual teaching and learning** are addressed in our program's *teacher preparation and professional courses.*

☐ **Beginning:**

- There is little or no integration of inquiry- or problem-based instruction or authentic assessments into the professional courses.
- Professional courses do *not* provide preservice teachers with models or opportunities to understand their own or students' learning processes.
- Professional courses offer few opportunities to understand community or family as learning contexts.
- Professional courses are taught with little connection to each other or their application in K-12 schools.

☐ **Developing:**

- Problem solving and inquiry-based instruction are modeled and presented in teacher preparation courses.
- Course assignments require preservice teachers to use inquiry-based and problem-solving strategies.
- University faculty members are identifying ways in which they can plan collaboratively to develop teacher preparation courses.
- Reflection is included in teacher preparation courses as an important aspect of teaching and learning.
- Teacher preparation courses include some discussion of teaching and learning in family and community contexts.
- Faculty members are working together to make connections between the teacher preparation courses and clinical experiences.

☐ **Optimal:**

- Current research and best practices in learning theory related to problem solving and authentic and reflective learning are incorporated into teacher preparation courses.
- Teaching is viewed as a collaborative and interpersonal process. Preservice teachers work together to design and develop interdisciplinary instructional materials and activities.
- University faculty members collaboratively plan across disciplines to develop teacher preparation courses.
- Teacher preparation courses provide experiences that enable preservice teachers to debate important problems of pedagogy by using problem-solving skills and other conceptual tools of teaching.
- Teacher preparation courses include discussion and examples of why and how to connect community and family contexts to teaching and learning.
- Teacher preparation courses are connected to clinical experiences.

12. Mark the box below that best describes how **contextual teaching and learning** are addressed in our program's *clinical experiences and K-12 school-university partnerships.*

☐ **Beginning:**

- Clinical and partnership experiences are not connected to teacher preparation courses.
- Families and communities are connected to clinical experiences only as opportunities present themselves in K-12 school settings.

☐ **Developing:**

- Clinical experiences provide opportunities for preservice teachers to be exposed to classrooms that are student centered and use inquiry-based and problem-solving strategies.
- Preservice teachers are guided in some form of reflection on K-12 student learning and their own practices.
- Efforts are made to include time for preservice teachers to observe inservice teachers from multiple levels and subject areas.
- Clinical experiences include exposure to family, community, and work contexts for learning but are not required experiences.

☐ **Optimal:**

- Clinical experience program development and implementation are guided by student-centered learning theory, resulting in close alignment between clinical experiences and professional courses.
- Inservice teachers provide models and guide preservice teachers in reflecting on the learning of K-12 students and their own practice.
- Clinical experiences offer opportunities to spend time cooperating with inservice teachers from multiple disciplines and levels and with professionals who work with families and children.
- Clinical experiences provide opportunities for preservice teachers to work together and with experienced teachers to develop and implement pedagogically sound inquiry- and problem-based student projects that use a variety of authentic contexts.
- Clinical experiences and partnership sites include family, community, and work contexts.

13. What barriers prevent us from moving closer to the optimal standards?

14. What actions will overcome the barriers and move us closer to the optimal standards?

15. How will we measure our progress?

16. Describe program goals or provide additional comments related to **contextual teaching and learning**.

MEETING THE NEEDS OF ALL STUDENTS

17. What is our current program status regarding **meeting the needs of all students**?

18. Mark the box below that best describes how **meeting the needs of all students** is addressed in our program's *academic content courses in the disciplines*.

☐ **Beginning:**

- University faculty and preservice teachers represent limited diversity. They have little knowledge about or experience with individuals whose backgrounds are different from their own.

☐ **Developing:**

- University faculty and preservice teachers represent cultural and ethnic diversity and include people with disabilities.
- Program content attempts to expose preservice teachers to the contributions and importance of cultural and linguistic diversity and special education populations.

☐ **Optimal:**

- The voices of faculty and preservice teachers from different backgrounds are valued and accepted.
- Program content and delivery provide multiple ways to learn about and understand cultural and linguistic diversity and special education populations.

19. Mark the box below that best describes how **meeting the needs of all students** is addressed in our program's *teacher preparation and professional courses.*

☐ **Beginning:**

- The curriculum for preservice teachers is *not* designed to prepare them to work effectively with culturally and linguistically diverse or special education populations.
- Multicultural courses stand alone without any effort to connect them to other teacher preparation courses.
- University faculty and preservice teachers represent limited diversity.

☐ **Developing:**

- Program content and delivery provide a limited base for understanding culturally and linguistically diverse and special education populations.
- Teacher preparation courses in child/adolescent development or learning theory are required.
- Teacher preparation courses help preservice teachers understand the importance and impact of cultural and linguistic diversity and special needs in teaching and K-12 student learning.
- Preservice teachers represent different cultural backgrounds and special needs.
- Teacher preparation courses develop an awareness of different teaching and learning styles that adapt to cultural and linguistic influences and other special needs.

☐ **Optimal:**

- Teacher preparation courses present a well-articulated conceptual knowledge base about child/adolescent development and learning theory.
- Teacher preparation is based on well-developed conceptualizations of diversity and inclusion.
- Special education and bilingual programs are linked directly to regular education programs.
- Faculty and preservice teachers from diverse backgrounds make contributions and provide leadership throughout Teacher preparation courses.
- Preservice teachers learn to draw upon representations from K-12 students' own experiences and skills to develop a classroom climate that supports learning for all students.
- Preservice teachers are able to adapt instruction and services to meet the needs of culturally and linguistically diverse and special education students.

20. Mark the box below that best describes how **meeting the needs of all students** is addressed in our program's *clinical experiences and K-12 school-university partnerships.*

☐ **Beginning:**

- Clinical experiences provide limited interaction with K-12 students from various culturally and linguistically diverse and special education populations.
- Preservice teachers may be exposed to culturally and linguistically diverse and special education populations, but they do not develop skills for teaching diverse populations.

☐ **Developing:**

- Some clinical experiences and K-12 school-university partnerships represent settings with culturally and linguistically diverse and special education populations.
- Preservice teachers have few opportunities to develop awareness and practice the knowledge, skills, and dispositions necessary for working with *all* K-12 students.

☐ **Optimal:**

- Extensive and substantive clinical experiences are designed for preservice teachers to plan for and teach culturally and linguistically diverse and special education populations. These experiences help participants successfully confront issues of diversity that affect their teaching.
- Clinical experiences in K-12 school-university partnerships guide preservice teachers to reflect on knowledge, skills, and dispositions related to culturally and linguistically diverse and special education populations.

21. What barriers prevent us from moving closer to the optimal standards?

22. What actions will overcome the barriers and move us closer to the optimal standards?

23. How will we measure our progress?

24. Describe program goals or provide additional comments related to **meeting the needs of all students**.

TECHNOLOGY FOR TEACHING AND LEARNING

25. What is our current program status regarding **technology for teaching and learning**?

26. Mark the box below that best describes how **technology for teaching and learning** is addressed in our program's *academic content courses in the disciplines*.

☐ **Beginning:**

- The academic program content and delivery provide limited opportunities for exposure to technology integration and other supports.
- Faculty members do *not* have access to nor do they know how to use applications of technology and other supports for teaching and learning.
- Technology applications are made by preservice teachers' own initiative.

☐ **Developing:**

- Technology and other supports are provided for program content and delivery throughout the university.
- Faculty members use technology and other supports for teaching and learning on a limited basis.
- Preservice teachers have opportunities to develop awareness of technology and other teaching tools. They are encouraged to use technology to complete assignments.

☐ **Optimal:**

- Program content and delivery are designed to help preservice teachers integrate technology.
- Faculty members model and encourage preservice teachers to use technology and other supports to solve problems, communicate, collaborate, and conduct research.
- Preservice teachers participate in activities that promote equitable, legal, and ethical use of technology.

27. Mark the box below that best describes how **technology for teaching and learning** is addressed in our program's *teacher preparation and professional courses.*

☐ **Beginning:**

- Teacher preparation courses do *not* integrate technology. When technology courses are offered, they stand on their own.
- Teacher preparation courses do *not* provide opportunities for preservice teachers to observe the integration of technology and other supports into teaching and learning.

☐ **Developing:**

- Technology is demonstrated in many teacher preparation courses.
- Some teacher preparation courses require preservice teachers to develop and teach lessons that incorporate technology and other tools.
- Teacher preparation courses present how technology affects different teaching and learning styles.

☐ **Optimal:**

- Technology tools are used for preservice teachers' learning.
- Preservice teachers plan and deliver instruction using a variety of technology and related tools and other supports.
- Teacher preparation course assignments require preservice teachers to use technology to communicate, collaborate, conduct research, and solve problems related to teaching and learning.
- Teacher preparation courses provide opportunities for preservice teachers to evaluate and make decisions about software and hardware appropriate for their classroom setting and for the learning needs of individual students.

28. Mark the box below that best describes how **technology for teaching and learning** is addressed in our program's *clinical experiences and K-12 school-university partnerships.*

☐ **Beginning:**

- Clinical experiences and K-12 school-university partnerships are established with little consideration about the availability of integrated technology.
- Preservice teachers are not encouraged to integrate technology in either clinical experiences or partnership sites.

☐ **Developing:**

- A focus on technology in K-12 school-university partnerships is a priority.
- Clinical experiences occur in settings where technology is accessible.
- Inservice teachers have access to technology and other tools and are encouraged to model instructional strategies that use technology.
- Clinical experiences provide opportunities for preservice teachers to develop and demonstrate competence in using technology and other supports for teaching and learning.

☐ **Optimal:**

- Clinical experiences, partnership sites, and the university have access to similar technology tools and have the capacity to collaborate with specialists to ensure access to appropriate technology and other supports for students with special needs, if required.
- All clinical experiences and partnership sites provide examples of integration of technology into teaching and learning activities.
- Clinical experiences and partnership sites focus on teaching *with* technology rather than teaching *about* technology.
- Inservice teachers provide models for the integration of technology and other supports.
- Preservice teachers are involved in a variety of school-based, integrated-technology teaching activities.
- School partnership sites provide opportunities for new teachers to continue developing their expertise with technology during their first years of teaching.

29. What barriers prevent us from moving closer to the optimal standards?

30. What actions will overcome the barriers and move us closer to the optimal standards?

31. How will we measure our progress?

32. Describe program goals or provide additional comments related to **technology for teaching and learning**.

National Awards Program for Effective Teacher Preparation

Application Package

Applications Due: July 3, 2000

Office of Educational Research and Improvement
U.S. Department of Education

OMB Approval No. 1850–0762 (Exp. 3/31/03)

Overview

As part of a continuing effort to honor excellence in education, the U.S. Department of Education announces the National Awards Program for Effective Teacher Preparation. This program recognizes exemplary teacher preparation programs that provide evidence that their graduates are effective in helping all students improve their learning. For purposes of these awards, "all students" means all students that a teacher might encounter in a classroom (including students in regular education, students in special education, students from diverse backgrounds, and students with limited English proficiency).

In keeping with the Nation's and the Department's priorities on reading and mathematics, this competition focuses on programs that prepare elementary teachers (since elementary teachers are typically required to teach both reading and mathematics) and on programs that prepare middle and/or high school mathematics teachers for initial certification. Only those programs are eligible to apply.

Recognition under this awards program is based on how well applicants demonstrate evidence of effectiveness. Three types of evidence must be provided: formative, summative, and confirming. The evidence must demonstrate that the program gathers and uses data to make adjustments to respond to participant needs throughout the program, ensures that participants acquire the knowledge and skills needed to improve all students' learning by completion of the program, and gathers and uses data about its graduates' effectiveness in K-12 settings after completion of the program.

Application Narrative

Each of the four sections of the application includes two or more questions that are designed to help applicants formulate their responses. Sections A, B, and D provide reviewers with information about the context of the teacher preparation program and its potential as an example for others. Reviewers will use the information in the three sections to determine the extent to which there is a logical connection between the various aspects of the program and the results achieved. In other words, they will check for consistency between the information provided in these sections and the claims of effectiveness.

Section C is the most important section of the application. In this section, applicants provide formative, summative, and confirming evidence that their program is effective in preparing graduates who are able to help all K–12 students improve their learning in reading and mathematics at the elementary level or mathematics at the middle and/or high school level.

Applicants should respond to each section in the suggested order, making certain to consider carefully the guiding questions and to follow the formatting requirements described previously. Accompanying materials may be included as part of the application narrative, however, the total number of pages must not exceed 30.

A. Background and Program Description

In this section, applicants must provide their (1) mission statement, (2) goals and objectives, and (3) program components. If accompanying materials are used to provide information, please clearly indicate on the materials what they are intended to address and refer to the materials in the narrative by providing a list or brief description. (Please note that accompanying materials are included in the 30 page limitation.)

In addition to the three elements mentioned above, applicants also may consider including information about the following:

- Recruitment policies for faculty and candidates
- Selection procedures for faculty and candidates
- Program structure (e.g., course and field experiences, support for preservice and novice teachers, mechanisms for monitoring participants' progress)
- State and/or district policies or mandates that affect the components of the teacher preparation program
- Resources that support the program
- Collaboration between the program and K–12 schools
- Graduation or completion criteria

In responding to this section the applicants should carefully consider the following questions:

- What are the mission, goals and objectives, and components of the teacher preparation program?

- How do the mission, goals and objectives, and program components relate to the effective preparation of elementary teachers or middle and/or high school mathematics teachers?

B. Program's Criteria for Effectiveness

In this section, applicants must describe the principles, standards, or other criteria that the applicant uses to judge the effectiveness of its teacher preparation program. (Note: Applications are not being evaluated against a given set of principles for all programs, but are expected to include relevant criteria for guiding program improvement and modifications).

In responding to this section, applicants should carefully consider the following questions:

- What are the criteria or standards (e.g., NCATE, INTASC, NBPTS, NCTM, state teacher licensure requirements and other appropriate standards) the program uses to evaluate its effectiveness?
- How does the program ensure that program components, such as courses and instructional practices, are linked to the evaluation criteria or standards?

C. Evidence of Effectiveness

The response to this section must include three types of evidence: formative, summative, and confirming. Formative evidence refers to the use of data to make adjustments to the program throughout its various stages. These data are collected as participants (preservice teachers) move through the program. Summative evidence demonstrates that the program is effective in helping graduates acquire the necessary knowledge and skills to improve student learning. Such evidence is collected as preservice teachers complete the program. Confirming evidence links teacher preparation and K–12 student learning by demonstrating that program graduates are effective in helping all K–12 students improve their learning in reading and mathematics at the elementary level or mathematics at the middle and/or high school level. This evidence is collected on graduates who are employed by schools or districts.

Please see the "Application Review Tool" section of the application packet for information about the rubric that will be used to review applications. The section also includes information about credibility of sources of evidence.

In responding to this section, applicants must supply a brief description for each piece of supporting evidence. The description must include information about (1) the nature of the data, (2) methods used to collect the data, and (3) a summary of the data analysis.

Applicants must consider carefully the following questions:

- What evidence is there that the program, described in section A, gathers data about the effectiveness of the various stages of the program and uses that data to make improvements? (Formative evidence)

- What evidence is there that the program is effective in helping graduates acquire the knowledge and skills needed to improve student learning in reading and mathematics for all elementary school students or in mathematics for all middle and/or high school students? (Summative evidence)

(Note: Evidence in this section should address graduates' content knowledge, pedagogical knowledge and skills, and skills to examine beliefs about learners and teaching as a profession.)

- What evidence is there that the program's graduates are effective in helping all students improve their learning in reading and mathematics at the elementary school level or mathematics at the middle and/or high school level? (Confirming evidence)

(Note: If there are obstacles that affect data collection (e.g., local or state regulations that prohibit the release of student data), applicants may describe these factors, and explain how they have overcome any obstacles in collecting data for purposes of evaluating the effectiveness of their program.)

D. Implications for the Field

A primary goal of this awards program is to share with the public, effective examples that might be adopted or otherwise used by others to improve teacher preparation programs throughout the country. In this section, applicants must discuss the challenges they have faced and overcome in administering their teacher preparation program, as well as the resulting lessons they have learned.

In responding to this section, applicants should consider carefully the following:

- What is at least one significant challenge that the program encountered within the last five years and how was it overcome? (Note: Since demonstrating the link between teacher preparation, and K–12 student learning is a primary focus of the award program, applicants should consider describing challenges related to this issue.)
- What lessons have been learned about designing, implementing, or evaluating a program that prepares graduates who are effective in helping improve student learning for all K-12 students, and how might these lessons benefit others?
- What program materials (e.g., videos, Web sites, course outlines, manuals, strategies, processes) are available that could benefit others?
- How have or could you help others adapt the aspects of your program that contribute most to graduates' effectiveness with K–12 students?

Figure 1. Rubric for Evaluating Evidence of Effectiveness

	RIGOR	SUFFICIENCY	CONSISTENCY
4	The evidence is highly credible. The data are valid and indicators are free of bias. Reliability is supported by multi-year data from several sources.	There are extensive data that support claims of effectiveness. The evidence includes data from multiple sources with multiple indicators.	Components of the program are consistent with the vision of the program. Program components are monitored to determine if they are being instituted as designed. Evidence supports an intended, logical link between program components and program success. The consistencies support the credibility of the evidence.
3	The evidence is credible. Validity has been addressed for most of the data. There may be some questions of bias. Reliability is supported by two or more years of data from at least one data source.	There are adequate data to support the claims of effectiveness. There are multiple sources of evidence and multiple indicators for at least one source.	There are minor inconsistencies between the vision of the program and program components. Some components of program may not be monitored or there may be some inconsistencies between the evidence provided and the identified successful components of the program. The inconsistencies do not weaken the credibility of the evidence.
2	The evidence has limited credibility. The rigor is compromised by issues of bias or validity/reliability. There are no multi-year data from any source.	There are limited data to support the claims of effectiveness. The data are collected from only one or two sources. There are no multiple indicators for the data source(s).	There are several inconsistencies between the vision of the program and program components. There are significant inconsistencies between the evidence provided and the identified successful components of the program. The inconsistencies raise questions about the credibility of the evidence.
1	The evidence has little or no credibility. The rigor is significantly compromised by issues of bias, or there is not enough information to determine rigor. The data lack validity/reliability. There are no multi-year data.	There are not enough data to support claims of effectiveness. There is only a single source of data.	There are numerous inconsistencies between the vision of the program and its components. The evidence provided is not linked to the components of the program that have been identified as contributing to the program's success. The inconsistencies raise significant questions about the credibility of the evidence.

Figure 2. Examples of Credibility Across Sources

	Teacher Preparation Faculty	Preservice Teachers' Work	Preservice Students & Program Graduates	Supervisory or Mentor Teacher	K–12 Student Results
Most Credible	Faculty systematic sampling and rating of K–12 student work in preservice teachers' classes using a valid and reliable rating tool	Ratings by an external panel, with no knowledge about the identity of the preservice teacher's institution, of a systematic portfolio sample reflecting learning	Data collected on all participants in all stages of the program	Results from valid and reliable observation instrument rated by a trained observer	Performance assessment results or results from a test developed by an "expert" (experienced teacher or commercial test developer), reflecting student gains on a topic that beginning teacher taught, evidence of preparedness for next or related courses, increases in higher-level course enrollment
	Faculty systematic observation of preservice teachers' classroom instruction	Presentation of K–12 student work organized as evidence of preservice teachers' influence on K–12 student learning	Data collected on all graduates. Data include teacher reflections	Systematic ratings on a random sample, including mentor teacher assessment of K–12 student learning	Beginning teacher-created test, given pre and post instruction, reflecting student learning, teacher or student reflection logs or journals indicating increased student engagement in learning
	Faculty review and rating of preservice teachers' practice teaching	Portfolios with section specified to address K–12 student learning	Data collected on selected participants in various stages of the program	Systematic ratings on practicing teachers or beginning teachers, indicating whether K–12 students have learned	Beginning teacher rated samples of K–12 student work demonstrating learning
Least Credible	Narrative report of preservice teachers' learning in a teacher preparation class	Preservice teachers' portfolios-no systematized ratings	Data collected from selected graduates	Informal reports indicating that K–12 students learned from practicing teacher or beginning teacher	Selected K–12 student comments about the beginning teacher from an evaluation page

Is Performance Pay the Answer?

McREL Fall Conference
Denver, Colorado
October 19, 2000
3:00 - 4:30 pm

Shirley Scott, Denver Public Schools
Ellen Bartlett, Douglas County (CO) Schools
Cindy Simms, Steamboat Springs (CO) Schools
with Dan Morris, Education Consultant

Denver Public Schools/Denver Classroom Teachers Association
Pay for Performance Pilot

Overview of the Pilot

In September 1999, the Denver Public Schools (DPS) and the Denver Classroom Teachers Association (DCTA) agreed to a landmark investigation of one of the most challenging policy questions in public education today: Can teachers be paid based on the academic achievement of the students they teach?

To conduct the pilot, DPS and DCTA commissioned a Design Team composed of two teachers and two administrators. The Design Team is charged with planning, piloting, revising, implementing, and evaluating a performance play plan for all 4,300 of the Denver Public Schools' classroom teachers, school nurses, school social workers and other education specialists. Between now and the completion of the pilot in November 2003, the Design Team will be the driving force in the Denver Public Schools behind this important project.

The pilot investigates three interrelated issues: measuring student achievement; teaching and assessment methods, and teacher compensation. The charge of the Design Team is to develop a pilot plan to study the feasibility of linking student achievement to teacher compensation. The Design Team will also evaluate the capacity of the school system to successfully implement such a program if it is adopted by the teachers and the Board of Education.

Teachers in 12 elementary schools, three middle schools and two high schools will collaborate with their principals to write objectives based on the academic achievement of their students. If the teachers meet these objectives, they will be awarded a bonus. If the objective system is proven to work, DPS and DCTA will decide to use it to grant teachers their annual pay increases.

The Design Team will compare three different approaches to objective setting: one based on norm referenced tests, one based on criterion referenced tests, and one based on teacher acquisition of knowledge and skills.

Design Team will follow a Project Plan as it implements the pilot. The Project Plan was developed with technical assistance from the Community Training and Assistance Center and the generous financial support of Denver's Rose Community Foundation. The Plan will lead to recommendations that will transform the Denver Public Schools into several crucial areas:

1. A data system that organizes accurate and meaningful student achievement data by teachers and schools, which will be used to drive decisions from the classroom to the boardroom.

1. A data system that organizes accurate and meaningful student achievement data by teachers and schools, which will be used to drive decisions from the classroom to the boardroom.

2. Greater alignment between standards, teaching and assessment.

3. A staff development program to support the Pay for Performance program.

4. Rigorous, fair and measurable objective-setting process for teachers based on student achievement ready to be implemented at every school.

5. Radical transformation of the teacher salary structure. It will provide teachers with additional pay increments only upon demonstration of achievement by the students those teachers teach.

At the end of the pilot, the Design Team will recommend to the teachers and the Board of Education a program to introduce pay for performance that will lead to improved student achievement in all of 125 of Denver's schools.

Teacher Pay for Performance Pilot: June 2000 Report

Executive Summary

In August of 1999, the Denver Public Schools and the Denver Classroom Teachers Association reached a landmark agreement to pilot a Pay for Performance Program where teacher compensation would be based on the academic achievement of the students they teach. This report provides an early summary of the results, activities, and accomplishments of the pilot's first school year. It anticipates the key actions that will be taken in the upcoming summer and school year. Finally, it identifies the major challenges that the program faces and, in some cases, proposes recommendations to address those challenges.

Results

In the 1999-2000 school year, 342 teachers in twelve elementary schools collaborated with their principals to write two objectives based on academic achievement. They were paid $500 for reaching the first objective and $500 more for reaching the second objective. In addition, as an incentive to participate in the pilot, they received an additional $500.

At the end of this year, 87.1 percent of the teachers in those schools met both student achievement objectives. 9.6 percent of the teachers met one of their two objectives. 3.2 percent of the teachers met neither of their two objectives. The success rate varied from school to school. At some schools, 100 percent of the student achievement objectives were met. At other schools, less than 80 percent of the objectives were met.

Major Accomplishments

The pilot was overseen by a Pay for Performance Design Team, a unique collaborative body composed of two teachers and two administrators charged with planning, piloting, revising, implementing, and evaluating the program. The Design Team has received technical assistance from the Community Training And Assistance Center (CTAC) and generous financial support from the Rose Community Foundation, who in the fall of 1999 provided the Design Team with a $90,000 planning grant and in April 2000 provided an additional $1,000,000 to support the pilot.

During the 1999-2000 school year, the Design Team accomplished the following activities:

- Identified twelve elementary schools and one middle school to participate in the pilot
- Collaborated with principals and teachers at the twelve elementary schools to write, implement and evaluate progress on student achievement objectives
- Took the first steps in developing a comprehensive relational database to organize student achievement data by teacher
- Wrote and obtained ratification of the Memorandum of Understanding, "Pay for Performance," which provides the pilot time to involve secondary schools and to design and complete a credible evaluation of the pilot
- Completed the core components of a Project Plan, which will serve the Design Team and the Board of Education as a road map for the project. It will be subject to regular revision based on the progress of the Pilot.

Anticipated Actions

Based on the Project Plan, the Design Team anticipates undertaking a wide range of actions in the next twelve months, the most important of which are:

- Share results of data analysis with representatives from Assessment and Testing and Curriculum and Instruction, including data organized by student, teacher, classroom and school, later to be used by the teachers at the pilot schools
- Narrow the range of assessments to be used at the schools and make sure there are appropriate assessments for measuring academic achievement of special needs students, bilingual students and students in the ECE and kindergarten programs
- Develop and implement a "Framework for Well-written Objectives"that includes "Parameters for Student Achievement gain"
- Write and deliver approximately twelve hours of training to the twelve elementary pilot schools,
- Assess current district professional development capacity through a professional development audit conducted by an outside organization

Challenges and Recommendations

The Design Team believes that Pay for Performance brings six challenges to DPS that must be met if the pilot is to be implemented on a system wide basis

- Create system-wide alignment and Initiative
- Establish a framework for setting objectives and measuring student achievement gains
- Build a data system that brings together student achievement gain with teacher and school information
- Improve local and national communication
- Involve secondary schools
- Create incentives for administrators to participate in the pilot

BEST COPY AVAILABLE

Who's Accountable to Our Students?

McREL Fall Conference
Denver, Colorado
October 19, 2000
3:00 - 4:30 pm

Barbara Sizemore, DePaul University

PROVERBS: 18:14

The spirit of a man will sustain his infirmity; but a wounded spirit who can bear?

#2

Scholars and Workers

"The scholars must tell the workers what is wrong with the things as they are.

The scholars must tell the workers how a path can be made from the things as they are to the things as they should be.

The scholars must collaborate with the workers in making a path from the things as they are to the things as they should be.

The scholars must become workers so that the workers may become the scholars."

Peter Maurin

Where We Are Right Now

Who am I teaching?
(Item Analysis)

What am I teaching?
(Curricular Alignment)

How am I going to teach it?
(Lesson Plans)

How will I know I have had success?
(5-week Assessment)

Where We Are Right Now

Whom am I teaching?

Objective: To know as much about the students as possible prior to teaching them.

Routine: Assessment (Item Analysis)

Analyze ITBS/TAP/ISAT/CASE/PLAN test data for students in the class.

Determine skills and concepts students must learn to be successful at the next level in the grade/subject.

Using test data to target skills which students do not know.

Monitor time spent on review. Do not teach what students already know.

Develop charts for each subject/class listing skills and concepts which students must master.

Utilize charts to maintain a profile for each student in the class regarding the mastery of these skills and concepts. Refer to these charts daily for motivation and monitoring.

Monitor student progress weekly and every five weeks with five week assessments.

Teachers should use a variety of assessment instruments to teach test taking skills.

Teachers should know about their students' lives, histories and culture and use this information in daily lessons.

Barbara A. Sizemore 12/8/99

What am I teaching?

Objective: To determine what students should know to be successful at the next level in this grade/subject.

Routine: Pacing/Acceleration

Cooperatively with others who are teaching the same grade/subject establish timelines for teaching/learning the skills and concepts already determined necessary for success at the next level.

Develop departmental or grade level pacing charts. One year of growth is not sufficient for students who are two or more grade levels below.

Post student profile charts maintained and current within the classroom. Refer students to them daily. Use for motivation and acceleration.

Prioritize skills and concepts using test data.

Take advantage of all instructional time by: using five minute bell ringer activities at the start of each class; planning a variety of activities for students who need acceleration, reinforcement and reteaching; and using as many audio-visual aids as possible.

Bring support services into the regular classroom to support the acceleration of learning. To push-in a service is better than to pull-out students for it and to add-on a service is better than both.

Barbara A. Sizemore 12/8/99

How am I going to teach it?

Routine: Instruction

Objective: To plan activities in detail for the purpose of achieving the objectives specified for the daily lesson so that every student in the class is successful and to provide the necessary materials, supplies and equipment for the achievement of those objectives.

Write lesson plans cooperatively with the grade level/department in which the teacher works. Plan in five week intervals. Use the course descriptions, standards, goals, framework statements and ITBS/TAP/ISAT/CASE/PLAN assessment data to plan instruction. Principals should strive to give high school teachers only one preparation.

Write your daily lesson plans by providing for whole group instruction first. Model this instruction using a variety of modes: audio, visual, kinesthetic. Provide for student demonstrations. Give guided practice. Measure. Identify students who are accelerated, need reinforcement or reteaching. Provide activities which prevent failure and retention. Grouping may or may not require physical separation, i.e., going to the library or to the computer room.

Monitor all modifications to plans for next year's preparation.

Order materials which facilitate acceleration, reinforcement and reteaching to save energy and time. Keep old books and materials for these activities.

Maintain student folders for these activities.

Barbara A. Sizemore 12/8/99

How am I going to teach?

Routine: Instruction

Objective: To plan daily lessons which bring the students to the next level of achievement necessary for success.

Provide at least fifteen minutes daily for work on silent reading followed by questions and answers which test students' understanding of literal, inferential and evaluative responses.

Provide daily work on vocabulary which tests students' ability to use the assigned vocabulary in their **oral and written** answers to questions.

Maintain the use of standard English in all responses to questions **oral and written**.

Provide prior information about all new works upon initiation so that students understand the concepts and themes inherent in the work under study.

Examine texts and materials for the inclusion of the cultural group being taught. If excluded, teachers must provide.

Homework assignments should always concern review or the reading of material being used for prior knowledge.

Daily feedback should be solicited from students on some basis to understand how they are learning what is being taught.

Barbara A. Sizemore 12/8/99

5

ADMINISTRATION

PRINCIPAL
ASSISTANT PRINCIPAL

LEADERSHIP TEAM: The team is composed of teachers from the schools.

Steering Committee - comprised of chairpersons from the Task Force.

Task Force Committee - comprised of the Leadership Team members:

ASSESSMENT PLACING

INSTRUCTION PACING

STAFF DEVELOPMENT EVALUATION

MONITORING EVALUATION

DISCIPLINE

Committees report to the following chairpersons:

DEPARTMENT CHAIRPERSONS - HIGH SCHOOL
GRADE LEVEL CHAIRPERSONS - ELEMENTARY

Leadership Team reports to the administration:

ADMINISTRATION

INSTRUCTIONAL LEADERSHIP

PRINCIPAL IS INSTRUCTIONAL LEADER

DEVELOPING MISSION & GOALS

KEEPS CLEAN SCHOOL
PROVIDES RESOURCES
ESTABLISHES DISCIPLINE
FOCUSES ON STUDENT ACHIEVEMENT

PROMOTING QUALITY INSTRUCTION

SEQUENCES INSTRUCTION
MONITORS TEST SCORES
MONITORS STUDENT PROGRESS

CREATING AN ACADEMIC LEARNING CLIMATE

ENCOURAGES & INSPIRES
PROMOTES HIGH STANDARDS
IS HIGHLY VISIBLE
MOTIVATES THROUGH RECOGNITION
DEMONSTRATES GOOD TEACHING

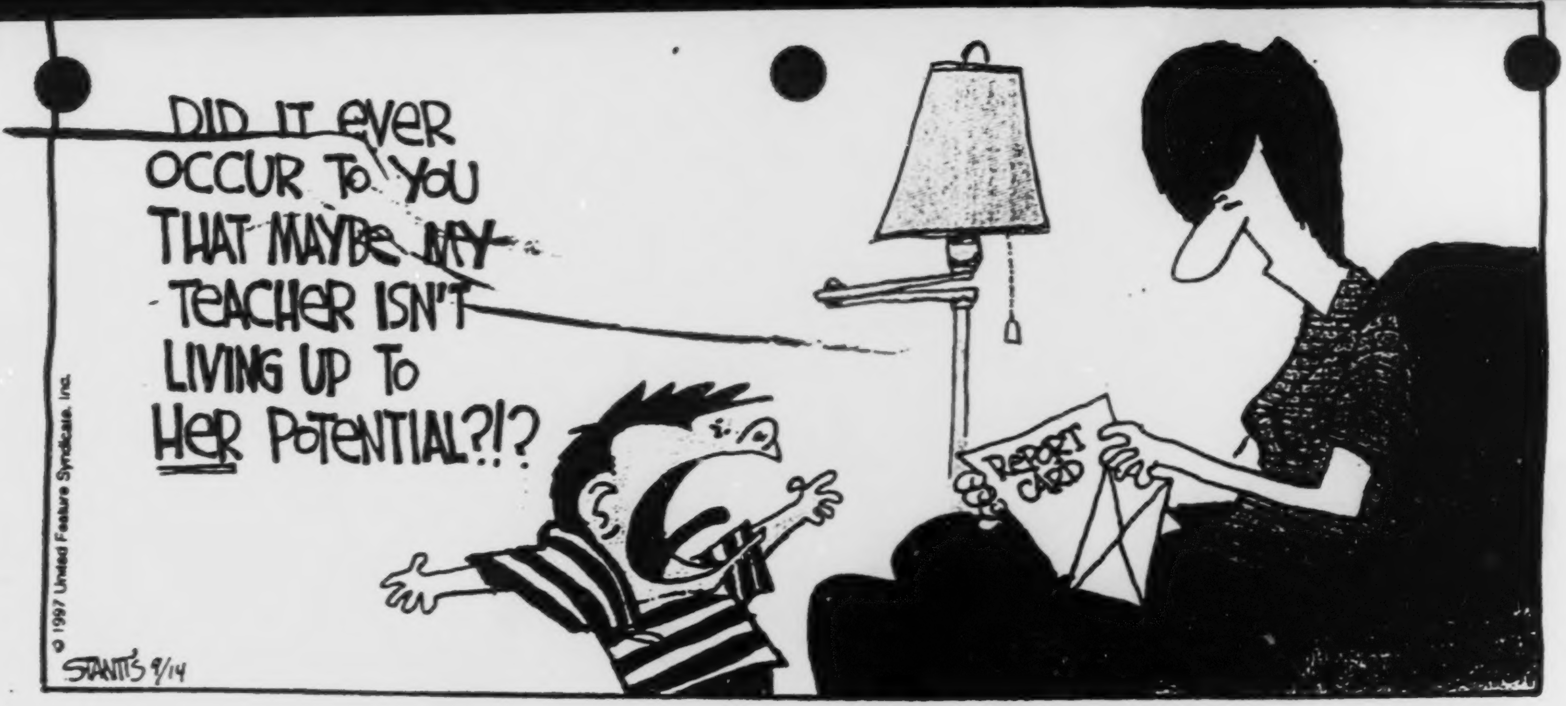
DEVELOPING A SUPPORTIVE WORK ENVIRONMENT

ENFORCES GOOD DISCIPLINE
EXPANDS TEACHING TIME
PROMOTES TIME ON TASK
BUILDS COHESION & COOPERATION
COLLABORATES

SCHOOL LEADERSHIP

PRINCIPAL IS SCHOOL LEADER

- SELECTS TEACHERS
  - Explains philosophy
  - Asks whether teacher agrees
  - Replaces teachers who don't
- TAKES RISKS WHEN NECESSARY
  - Students come first
  - Their needs dictate
- MONITORS SCHOOL ACTIVITIES
  - Staff development
  - Student progress
  - Test scores
  - Discipline
  - Classes
- WORKS HARD
  - Delegates paper work
  - Meets and talks to students
  - Presence felt
- SUPPORTS TEACHERS
  - Problem solves
  - Consults others
  - Uses parents
  - Promotes growth
  - Provides materials
  - Provides resources
  - Mentors
  - Assists


DID IT EVER OCCUR TO YOU THAT MAYBE MY TEACHER ISN'T LIVING UP TO HER POTENTIAL?!?
REPORT CARD
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STANTIS 9/14

PLANNING STAGES

CURRICULAR ALIGNMENT

GOALS, STANDARDS, FRAMEWORK STATEMENTS, ITBS/TAP/ISAT SKILLS AND CONCEPTS MUST BE ALIGNED.

DEPARTMENTS/GRADE LEVELS SHOULD MEET TO DECIDE WHAT WILL BE TAUGHT EACH WEEK FOR THE THIRTY-NINE WEEKS OF THE SCHOOL YEAR.

ANALYZE ITBS/TAP/ISAT DATA FOR TEACHING STUDENTS.

IDENTIFY SKILL MASTERY LEVELS.

GROUP FOR PLACEMENT ACCORDINGLY.

PREPARE A SKILL MASTERY CHART FOR ALL STUDENTS IN CLASSES.

THE TRAJECTORY FOR THE SCHOOL YEAR

180 DAYS/39 WEEKS CURRICULAR OUTLAY

MEET WITH DEPARTMENT/GRADE LEVEL TO DETERMINE WHAT WILL BE TAUGHT DURING THE 39 WEEKS.

PRIORITIZE CURRICULAR CONTENT, SKILLS/CONCEPTS.

CHOOSE CONTENT MATERIALS TO BE USED TO TEACH SKILLS/CONCEPTS.

WRITE LESSON PLANS FOR 180 DAYS BY WEEKS.

PREPARE FIVE WEEK ASSESSMENTS.

WEEKLY LESSON PLANNING

WRITE OBJECTIVES FOR THE LESSON.

MAKE ASSUMPTIONS.

LIST MATERIALS TO BE USED.

WRITE BELL RINGERS.

MAKE VOCABULARY LISTS.

SHOW MATERIALS FOR PRESENTING NECESSARY PRIOR KNOWLEDGE.

12

DAILY LESSON PLAN

GIVE BELL RINGER ASSIGNMENT.

DISCUSS VOCABULARY.

GIVE SILENT READING ASSIGNMENT.

CONNECT LESSON WITH LIFE, HISTORY AND CULTURE OF THE STUDENTS.

ANSWER LITERAL, INFERENTIAL AND EVALUATIVE QUESTIONS.

ASSIGN HOMEWORK.

COMPLETE EVALUATION FORM.

GIVE MASTERY QUIZ, TEST, ETC.

REGROUP ACCORDING TO PERFORMANCE.

PROVIDE ACTIVITIES FOR GROUPS.

RETEST AND REPEAT WITH NEW ACTIVITIES IF NECESSARY.

SUMMARY

At the end of the year the teacher will have 39 manila folders in which will be each week's lesson plans for 39 weeks. In another folder will be the 8 five week assessment instruments designed by the department/grade level to assess the skills/concepts taught during each five week period.

For the next year the teacher has only to modify the previous year's plans to account for any changes which have occurred during the year as a result of policy or implementation.

LESSON PLAN
OBJECTIVE:

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20

Whole Group Instruction
Modeling by Teacher
Demonstration by Student
Guided practice
Measure
Grouping
    Acceleration
    Reinforcement
    Reteaching

Acceleration	Reinforcement	Reteaching
1	3	4
2	9	5
6	10	7
8	12	13
11	19	14
18	20	15
		16
		17
(6)	(6)	(8)

15

Groups

Acceleration
Independent
Learners
Cooperative
Learning
Library Work

Reinforcement
Modeling
Demonstration
Guided Practice
Hands-On
Games

Reteaching
New activities
Computer
Hands-On
Games
New texts
New materials

Push-in is better than Pull-out and Add-on is better than both. Students who need reteaching and reinforcement need more people and/or more time. Pull-out gives neither. Push-in gives more people. Add-on gives both.

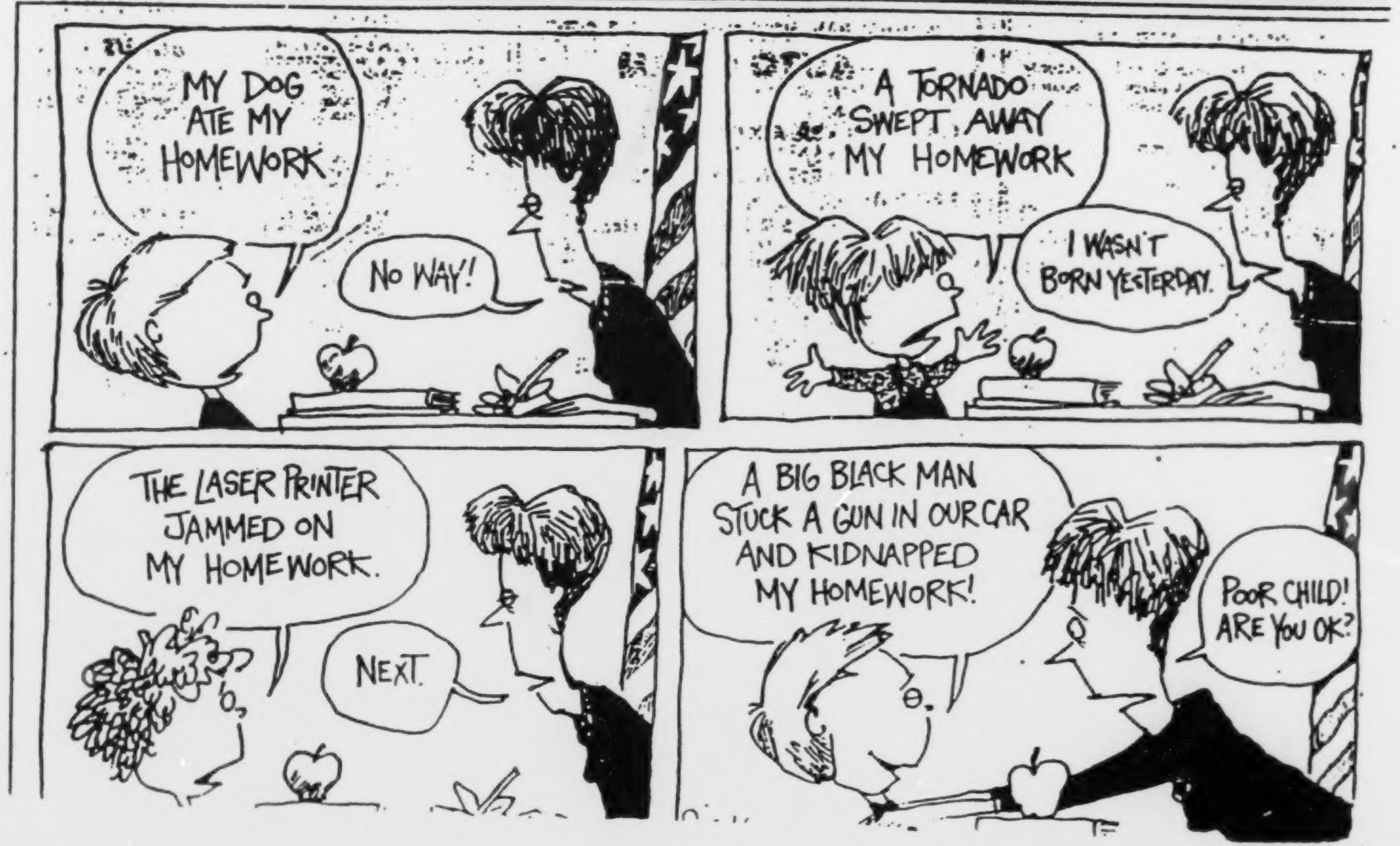
STUDENT	(ABS)	MIDTERM MARK	FINAL MARK	'94 ITBS	'93 ITBS	GROWTH
1	22	F	F	4.8	6.8	-2.0
2	11	F	F	7.2	5.2	2.0
3	05	D	F	6.9	6.5	0.4
4	03	D	F			
5	14	F	F	7.4	7.3	0.1
6	08	F	F	7.6	8.4	-1.8
7	10	F	F	6.5	5.2	1.3
8	00	D	B	6.9	6.5	0.4
9	53	F	F	7.9	7.7	0.2
10	03	F	F	5.2	6.8	-1.6
11	02	F	D			
12	06	F	F	6.9	5.9	1.0
13	00	B	LEFT			
14	02	D	D	8.1	4.9	3.2
15	06	B	C	4.0	4.5	0.3
16	01	F	LEFT			
17	01	D	F	5.6	3.3	2.3
18	10	F	LEFT			

PHILADELPHIA DAILY NEWS

ROBERT J. HALL, Publisher
ZACHARY STALBERG, Editor
RICHARD AREGOOD, Editor, Editorial Page
BRIAN TOOLAN, Managing Editor

Opinion

18


MY DOG ATE MY HOMEWORK
NO WAY!
A TORNADO SWEPT AWAY MY HOMEWORK
I WASN'T BORN YESTERDAY.
THE LASER PRINTER JAMMED ON MY HOMEWORK.
NEXT.
A BIG BLACK MAN STUCK A GUN IN OUR CAR AND KIDNAPPED MY HOMEWORK!
POOR CHILD! ARE YOU OK?

WHAT IS RACE?

A RACE IS AN ETHNIC GROUP THAT HAS BEEN SOCIALLY DEFINED AS SUCH ON THE BASIS OF PHYSICAL CRITERIA (SKIN COLOR, HEAD SIZE AND SHAPE, EYE SIZE AND SHAPE, LIP THICKNESS, NOSE SHAPE AND SIZE, HAIR TYPE AND TEXTURE, AND HEIGHT).

FIVE REASONS TO UNMAKE AMERICA’S RACES

RACE IS A THEORETICAL MODEL OF DIFFERENCE

RACE RACIALIZES EUROPEAN AMERICANS AS WELL AS AFRICAN AMERICANS.

THE CONCEPT OF RACE IS UNSCIENTIFIC.

AS LONG AS THE CONCEPT OF RACE REMAINS IN PSYCHOLOGY AND IN THE PUBLIC CONSCIOUSNESS, POWERFUL PERSONS AND GROUPS REMAIN FREE TO USE IT.

21

AS LONG AS THE CONCEPT OF RACE REMAINS, NEITHER TOLERANT CULTURAL PLURALISM IN SOCIETY NOR AN APPRECIATION OF DIVERSITY IN PSYCHOLOGY CAN BE ACHIEVED.

- Culture is the total sum of artifacts accumulated by any group in its struggle for survival and autonomy. Artifacts include everything created by man, even ideas such as the idea of God.

Acculturation

- . . . loosely refers to the extent to which ethnic-cultural minorities participate in the cultural traditions , values, beliefs and practices of their own culture versus those of the dominant society. . .

23

Traditional refers to those who remain immersed in many of the beliefs, practices and values of their own culture.

Bicultural refers to those who have retained the beliefs and practices of their own culture (their culture of origin) but also have assimilated the beliefs and practices of the dominant society

What does Barbara Shade say about the culture and learning for African American students?

Observation and modeling of the activity not being told.

Contextualize the experience by providing a relationship between time and place.

Provide tasks which use high energy and movement.

25

Process your learning experience with: kinesthetic activities, visual images, auditory materials, interactive activities, art and finally through reading assignments.

Performance activities for demonstration purposes.

Use verbal and oral activities to demonstrate competence and mastery.

26

Bias in materials often demeans or excludes African American students.

The message presented by some authors has not been produced in the community or culture of the student; ignores their existence and often demeans their personal characteristics; distorts the conditions or interpretation of the data and largely ignores their perspective; and makes generalizations and conclusions which ignore the concept of diversity of opinions and thought.

27

Stress inferential and evaluative reading by using questions which utilize the parallel processing and translating that African American students use.

THE FIVE-WEEK ASSESSMENT

SAME SUBJECT TEACHERS ALIGN THE CURRICULUM AND TEST ITEMS IN AN 180 DAY TEACHING TRAJECTORY DIVIDED INTO FIVE WEEK INTERVALS

SKILLS, CONCEPTS, UNITS, TOPICS AND THEMES TAUGHT DURING THE FIVE-WEEK INTERVALS ARE MEASURED EVERY FIVE WEEKS

THESE FIVE-WEEK ASSESSMENTS ARE DESIGNED IN THE SAME FORM AS TAP, ISAT, PLAN AND CASE

THE LENGTH OF THE ASSESSMENT SHOULD ALLOW FOR EACH SKILL, CONCEPT, UNIT, TOPIC AND THEME TO BE MEASURED BY AT LEAST TWO QUESTIONS

THE FIVE-WEEK ASSESSMENT (CONTINUED)

THE FIVE-WEEK ASSESSMENTS SHOULD BE CHECKED AND APPROVED BY THE DEPARTMENT CHAIR OR AN ADMINISTRATOR TO REMOVE ERRORS AND TO INSURE COMPLIANCE WITH ASSESSMENT CRITERIA PRIOR TO ADMINISTRATION

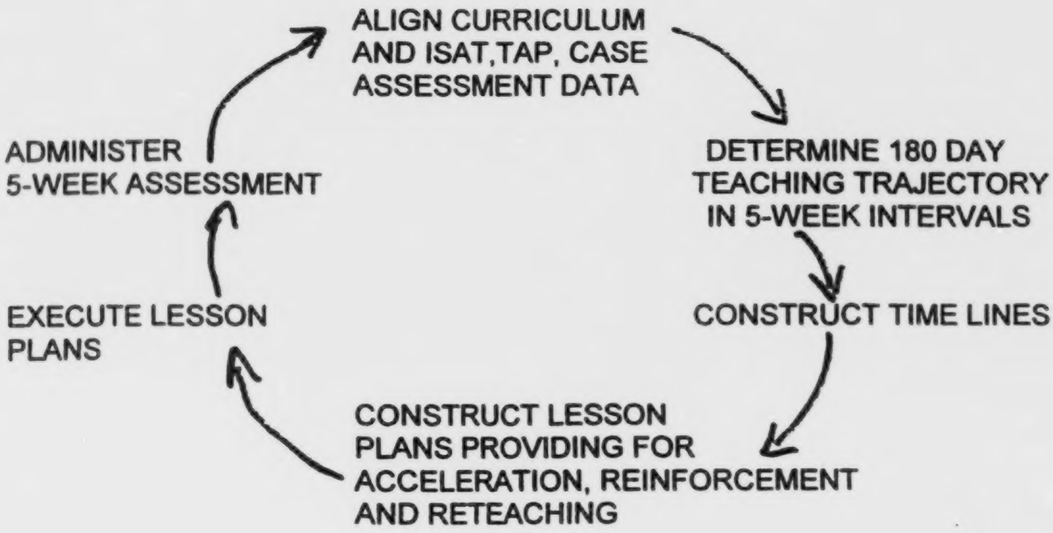
ALL STUDENTS TAKING THE SAME SUBJECT SHOULD BE ADMINISTERED THE SAME TEST

THE FIVE-WEEK ASSESSMENTS SHOULD BE SCORED IN THE SAME WAY USING THE SAME SCALE

SCORES SHOULD BE ANALYZED BY STUDENT, ITEM AND CLASS

THE FIVE-WEEK ASSESSMENT (CONTINUED)

THESE ANALYSES SHOULD PROVIDE INFORMATION, WHICH INFORMS TEACHERS' DECISIONS REGARDING CONTENT AND PEDAGOGY.



ALIGN CURRICULUM AND ISAT,TAP, CASE ASSESSMENT DATA

DETERMINE 180 DAY TEACHING TRAJECTORY IN 5-WEEK INTERVALS

CONSTRUCT TIME LINES

CONSTRUCT LESSON PLANS PROVIDING FOR ACCELERATION, REINFORCEMENT AND RETEACHING

EXECUTE LESSON PLANS

ADMINISTER 5-WEEK ASSESSMENT

SCORES CHART

KESTENBAUM
M. L. King High School
QUARTER 1: PRECALCULUS ASSESSMENTS
Wed, Jan 19, 2000

	10 of 10 Students	Mi..	Overall	15 of 15 .	1 Divide using neg. exp. 5 Weel Assessment 10/29..	2 Mult. using neg. exponents 5 Weel Assessmment 10/29..	3 Mult. using prop. of exponents 5 Weel Assessmment 10/29..	4 Eval. exponential expressio 5 Weel Assessmment 10/29..	5 Mult. using sci.notations 5 Weel Assessmment 10/29..	6 Eval. using decimal form 5 Weel Assesmment 10/29..	7 Solve application problem 5 Weel Assessmment 10/29..	8 Evaluate rational exp. 5 Weel Assessmment 10/29..	9 Simplify radical expression 5 Weel Assesmment 10/29..	10 Rationalize denominator 5 Weel Assessmment 10/29..	11 Rationalize Numerator 5 Weel Assessmment 10/29..	12 Write as a single radical 5 Weel Assessmment 10/29..	13 Add/Subt. radical expression 5 Weel Assessmment 10/29..
					100	100	100	100	100	100	100	100	100	100	100	100	100
1	[redacted]		81 B-		0	100	100	50	100	80	90	70	100	60	100	100	80
2	[redacted]		77 C+		100	0	50	100	100	0	100	75	70	100	80	80	100
3	[redacted]	15	0 F	H	ab	ab	ab	ab	ab	ab	ab	ab	ab	ab	ab	ab	ab
4	[redacted]		91 A-		100	50	80	80	90	90	100	90	100	100	90	90	100
5	[redacted]		93 A		70	90	70	80	100	100	100	100	90	90	100	100	100
6	[redacted]		86 B		100	100	95	80	70	60	90	75	100	100	60	60	100
7	[redacted]		65 D		100	50	0	75	70	60	80	60	80	90	75	0	100
8	[redacted]		86 B		100	75	70	85	70	90	80	80	90	80	100	90	100
9	[redacted]		84 B		100	70	80	85	85	80	90	75	100	100	80	75	80
10	[redacted]		91 A-		100	80	90	95	90	100	100	100	80	90	100	100	95
•	Points				100	100	100	100	100	100	100	100	100	100	100	100	100
•	Avg Score				86	68	71	81	86	73	92	81	90	90	87	77	95
•	Avg %		75		86	68	71	81	86	73	92	81	90	90	87	77	95
•	St. Dev		28		34	32	30	14	13	31	8	14	11	13	14	32	9
•	Max		93		100	100	100	100	100	100	100	100	100	100	100	100	100
•	Min		0		0	0	0	50	70	0	80	60	70	60	60	0	80

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(Page 2)

KESTENBAUM
M. L. King High School
QUARTER 1: PRECALCUL..

		14	15
		Simpligy & add/subt. radicals 5 Weel Assessmment 9/29/..	Solve application problem 5 Weel Assessmment 9/29/..
	Students	100	100
1	[redacted]	100	90
2	[redacted]	100	100
3	[redacted]	ab	ab
4	[redacted]	100	100
5	[redacted]	100	100
6	[redacted]	100	100
7	[redacted]	75	65
8	[redacted]	85	90
9	[redacted]	75	80
10	[redacted]	90	60
•	Points	100	100
•	Avg Score	92	87
•	Avg %	92	87
•	St. Dev	11	16
•	Max	100	100
•	Min	75	60

1-Turned in late., 2-Score reduced because turned in late., 3-Score increased due to extra credit., 4-Score increased due to effort., 5-Has been encouraged to study and improve this score., 6-Would have been higher had homework been done., 7-Homework must be completed before test can be taken.

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ASSIGNMENT SUMMARY for Quarter 1: Precalculus Assessments
Kestenbaum, M. L. King High School, Wednesday, January 19, 2000

1. Divide using neg. exp. (10/29/1998) avg:86% std:34%

#	Students	Scores	Grades
1		0	0% F
2		100/100	100% A+
3		ab	0% F
4		100/100	100% A+
5		70/100	70% C-
6		100/100	100% A+
7		100/100	100% A+
8		100/100	100% A+
9		100/100	100% A+
10		100/100	100% A+

2. Mult. using neg. exponents (10/29/1998) avg:68% std:32%

#	Students	Scores	Grades
1		100/100	100% A+
2		0	0% F
3		ab	0% F
4		50/100	50% F
5		90/100	90% A-
6		100/100	100% A+
7		50/100	50% F
8		75/100	75% C
9		70/100	70% C-
10		80/100	80% B-

3. Mult. using prop. of exponents (10/29/1998) avg:71% std:30%

#	Students	Scores	Grades
1		100/100	100% A+
2		50/100	50% F
3		ab	0% F
4		80/100	80% B-
5		70/100	70% C-
6		95/100	95% A
7		0	0% F
8		70/100	70% C-
9		80/100	80% B-
10		90/100	90% A-

4. Eval. exponential expressio (10/29/1998) avg:81% std:14%

#	Students	Scores	Grades
1		50/100	50% F
2		100/100	100% A+
3		ab	0% F
4		80/100	80% B-
5		80/100	80% B-
6		80/100	80% B-
7		75/100	75% C
8		85/100	85% B
9		85/100	85% B
10		95/100	95% A

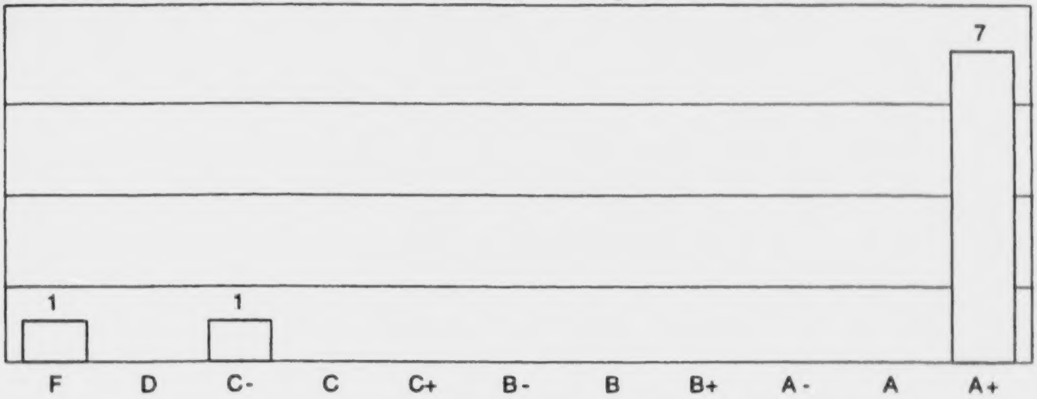
5. Mult. using sci.notations (10/29/1998) avg:86% std:13%

#	Students	Scores	Grades
1		100/100	100% A+
2		100/100	100% A+

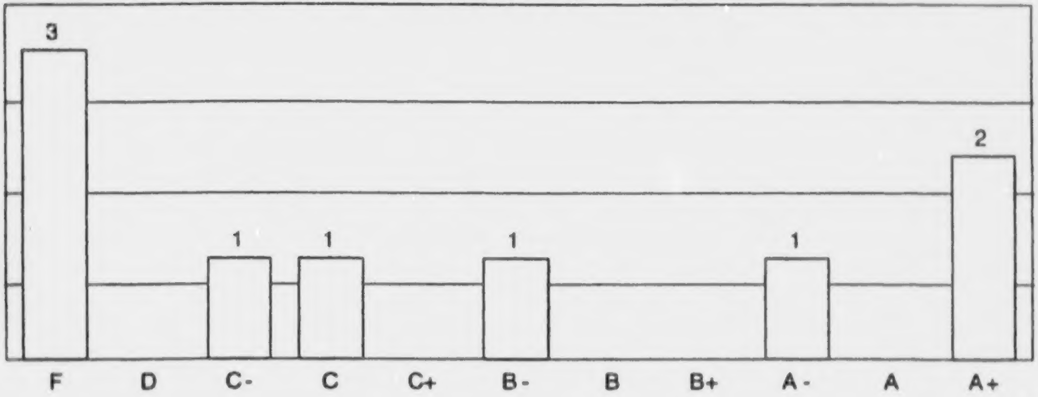
ASSIGNMENT GRAPHS for Quarter 1: Precalculus Assessments

Kestenbaum, M. L. King High School, Wednesday, January 19, 2000

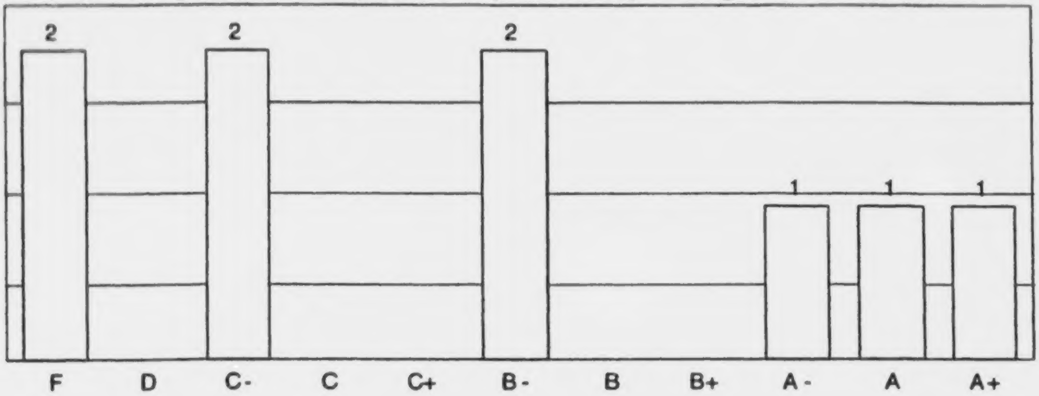
1. Divide using neg. exp. (10/29/1998) avg:86% std:34%



2. Mult. using neg. exponents (10/29/1998) avg:68% std:32%



3. Mult. using prop. of exponents (10/29/1998) avg:71% std:30%



TEN ROUTINES FOR HIGH ACHIEVEMENT

ASSESSMENT

Utilization of assessment data to improve student achievement

Alternative assessment used to key in on skills and concepts so students reach grade level or above

PLACEMENT

Utilization of grouping and regrouping techniques to key in on skills and concepts

Development of skill charts to promote the building of skills and concepts

PACING/ACCELERATION

Meeting the needs of students to accelerate learning

Movement of students to meet instructional time lines

MONITORING

Observation of school and classrooms to help key in on strengths and weaknesses by DePaul's coordinators and school principals

Communication between administration and staff to enhance achievement

Communication between school sites and DePaul so that individual school needs can be met

Intervention help for teachers

MEASURING

Measurement of skills and concepts mastery to promote high achievement

Measurement to promote the building of skills and concepts through guided practice

DISCIPLINE

Development of disciplinary methods which promote a classroom climate of high production

On task behavior becomes routine

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INSTRUCTION

Implementation of effective instruction for the development of skills and concepts for the development of skills and concepts

Analysis of materials to develop lessons to meet the needs of each student

Lessons become structured so that each student will achieve

Idle time becomes instructional time

Development of instruction to relate to culture and experiences of the student

EVALUATION

Staff development needs are assessed

Evaluation of student achievement becomes the focal point

Observation of DePaul's coordinator is shared with teacher by the principal for improvement

Time frames for improvement are established

STAFF DEVELOPMENT

Staff development needs are determined

DePaul's coordinator and national experts provide services to meet the needs of the school

Services are provided for staff development on a regular basis with administration and teach input

DECISION-MAKING

Decisions are applied and executed by the principal

DePaul's coordinator makes suggestions to help find solutions

Principal, Teacher, Student and Parents are involved

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How Do They Do It?
Lessons of Successful School Reform Within Varying District and State Contexts

McREL Fall Conference
Denver, Colorado
October 19, 2000
3:00 - 4:30 pm

Judy Florian, McREL

HOW DO THEY *DO* IT?

LESSONS OF SUCCESSFUL SCHOOL REFORM

WITHIN VARYING DISTRICT AND STATE CONTEXTS

Presenters:

Judy E. Florian, Ph.D., Senior Research Associate at McREL

Tim Dunaway, Superintendent of Shelby County R-IV Schools in Missouri

Tim Hadfield, Principal of South Shelby Middle School, Missouri

Marcia Ross, Principal of Truscott Elementary School, Colorado

THURSDAY, OCTOBER 19 – 3:00 - 4:30 P.M.

Judy E. Florian is a Senior Research Associate at McREL. Judy completed a Ph.D. in Cognitive Psychology from the University of Michigan at Ann Arbor in 1995. She worked for two-and-one-half years at the High/Scope Educational Research Foundation in Ypsilanti, Michigan primarily on the longitudinal evaluation of the Michigan School Readiness Program. At McREL, Judy's research focuses on the systemic factors involved in implementing and sustaining standards-based reform. She has been managing McREL's Curriculum, Learning, and Instruction research project that is being conducted in partnership with eight other national educational laboratories.

Tim Dunaway is the superintendent of Shelby R-IV School District in Missouri, and Tim Hadfield is the principal of South Shelby Middle School in that district. South Shelby R-IV Schools received the Missouri Outstanding Schools Award from Governor Carnahan in 1998.

Marcia Ross is principal at Truscott Elementary School in Loveland, Colorado. Truscott Elementary was recently recognized by the Colorado State Department of Education for demonstrating high student achievement on the Colorado State Assessment Program.

HOW DO THEY *DO* IT?

LESSONS OF SUCCESSFUL SCHOOL REFORM WITHIN VARYING DISTRICT AND STATE CONTEXTS

What: McREL has been heading a national research project investigating the implementation of standards-based reform at the school, district, and state levels. In this presentation, the results of this four-year study will be reported. In the first phase of this study, **state** policies regarding implementation of reform were assessed. In phase two, **exemplary school districts** from 13 different state contexts were studied to identify strategies and activities that effectively promoted reform. And in the final phase of this project, **selected schools** within the exemplary districts were studied to gain understanding of reform at the building and classroom levels. The playing out of policies from the state level to district, school, and teacher levels were examined to better understand what activities and policies support and hinder education reform and the learning of standards by all students.

Who: The study that will be reported has been conducted by the ten Regional Educational Laboratories, located throughout the United States. The project is headed by McREL, and will be presented by a researcher at McREL, along with representatives from one or two schools and districts that participated in the study. The districts and schools participating in this project are located in the following 13 states: Arkansas, California, Colorado, Florida, Hawaii, Kentucky, Maryland, Michigan, Missouri, Nevada, New Hampshire, Oregon, and Texas

Overview of Study Findings

SCHOOL ACTIVITIES THAT SUPPORT REFORM

1. **Taking a systemic approach to reform**
2. **Implementing consistent, communicative, coherent, and distributed leadership**
3. **Creating a collaborative culture**
4. **Monitoring and using indicators of student learning**

DISTRICT ACTIVITIES THAT SUPPORT REFORM

1. **Conducting a process that results in aligning curricula to standards**
2. **Adopting a district performance assessment program**
3. **Evaluating reform practices**
4. **Building and engaging instructional capacity (e.g., by supporting collaboration among teachers)**
5. **Fostering relationships within and outside of the district**
6. **Supporting effective decentralized management**
7. **Aligning funding streams to target district and school goals**

STATE ACTIVITIES THAT SUPPORT REFORM

1. **Development of clear and precise state standards**
2. **Development of a standards-based, criterion-reference assessment program**
3. **Development of an accountability system with reward and assistance components**
4. **Provision of professional development in quality, standards-based instruction**
5. **Technical support for effective decentralized management and alignment of programs**
6. **Distribution of federal and state grants supporting essential reform activities**

Summary of the Laboratory Network Program's
Curriculum, Learning, and Instruction Project

During the last decade, policies at the federal, state, and district levels intended to promote and support local complex education reform[1] have been proposed and adopted (Roeber, 1999; Laboratory Network Program, 1998a, 1998b). In particular, states increasingly are adopting content and performance standards that define student learning goals in the fundamental academic disciplines, and developing aligned assessment programs and accountability systems. Nearly every state department of education is focused on implementing standards-based education systems and supporting districts and schools in this endeavor. However, states are supporting education reform in a multitude of different ways depending on their state department, resources, and ultimately the state legislature's knowledge and beliefs.

While the nation is embarking on what might be described as the most significant education reform movement in U.S. history, it is important to examine reform activities to understand the relationship between levels of education policy and reform progress. This presentation will summarize the results of a study of education reform in 18 schools and 16 districts located in 13 states and describes state, district, and school practices that school and district representatives report as being supportive of local reform.

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[1] The term *complex education reform* is used in this report to refer to an education system design in which student achievement goals are defined explicitly, imposed for all students, and aligned with curriculum, instruction, assessment, accountability, and professional development.

The research that will be summarized is part of an ongoing collaborative project of nine of the regional educational laboratories, funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. During the first phase of this project, state officials were interviewed to identify reform policies and activities at the state level and to gain an understanding of each state's reform history. Four areas of state-level reform activities were identified in that study (see Laboratory Network Program, 1998a, 1998b):

1. **developing and adopting standards;**
2. **assessing students' learning of standards;**
3. **holding districts and schools accountable for student learning; and**
4. **providing professional development in standards-based curriculum, instruction, and assessment.**

In a subsequent study, 16 districts were studied to document policies and practices affecting successful implementation of district-level reform:

- One district in each of the following states: Arkansas, California, Florida, Hawaii, Maryland, Michigan, Missouri, Nevada, New Hampshire, and Texas

- Two districts in each of the following states: Colorado, Kentucky, and Oregon.

These districts were nominated and eventually chosen based on high or increasing student performance on assessments. They also were selected, in part, because of the challenges to reform that they have faced. Specifically, two districts have large populations of English language learners;

two have populations of highly mobile students from families of migrant workers; and two have large populations of students from families with incomes below the national poverty level. In addition, five districts are located in rural areas or small towns and, therefore, face the challenges of geographic isolation and limited financial and human resources.

Representatives from each district were interviewed to assess each district's reform path, perceptions of the state's role in that reform, and lessons learned as a result of the reform process. In the subsequent study of this project, schools in these districts were studied to determine how policy and reform play out at that level of the education system.

The results of this project suggest that education reform requires many of the same state and district activities, regardless of whether the state is supporting standards-based reform by emphasizing professional development, accountability, or student assessment. Districts in all states represented in this study benefitted from six state practices: (1) development of clear and precise state standards; (2) development of a standards-based, criterion-reference assessment program; (3) development of an accountability system with reward and assistance components; (4) provision of professional development in quality, standards-based instruction; (5) technical support for effective decentralized management and alignment of programs; and (6) distribution of federal and state grants supporting essential reform activities.

District activities that benefitted sites include the following:

1. **conducting a process that results in aligning curricula to standards,**
2. **adopting a district performance assessment program,**
3. **evaluating reform practices,**
4. **building and engaging instructional capacity (e.g., by supporting**

collaboration among teachers),

5. fostering relationships within and outside of the district,

6. supporting effective decentralized management, and

7. aligning funding streams to target district and school goals.

Additionally, the schools that were studied more closely within the exemplary districts consistently reported many important practices that support reform at the building level. **School level activities** that were found to support reform, in general, are the following four:

1. Taking a systemic approach to reform,

2. implementing consistent, communicative, coherent, and distributed leadership,

3. creating a collaborative culture, and

4. monitoring and using indicators of student learning.

In conclusion, this study reveals the importance of a core set of school-, district- and state-level practices in facilitating local reform. Although these results underscore the school and district roles in reform and contribute to defining these roles, it is important to examine instructional practices that occur in the classroom because the classroom interactions are the locus of student learning. In subsequent research conducted at McREL, observations, interviews, and assessments of successful classroom practices will be analyzed to gain better understanding of the playing out of state, district, and school policies in classrooms and the role of these policies in enhancing the learning of standards by all students.

REGIONAL EDUCATIONAL
LABORATORY NETWORK

CURRICULUM REFORM:

What State Officials Say Works

December 19

Since the 1983 publication of *A Nation at Risk*, political, business and education leaders have called for improved student achievement. Both Presidents Bush and Clinton have proposed establishing high academic standards (Jennings, 1998). State leaders – with incentives in federal legislation such as the Goals 2000/Educate America Act and the reauthorized Elementary and Secondary Education Act – have engaged communities in developing and adopting standards-based curriculum reform with the hope that, by aiming for high standards, youth would become world-class workers and citizens.

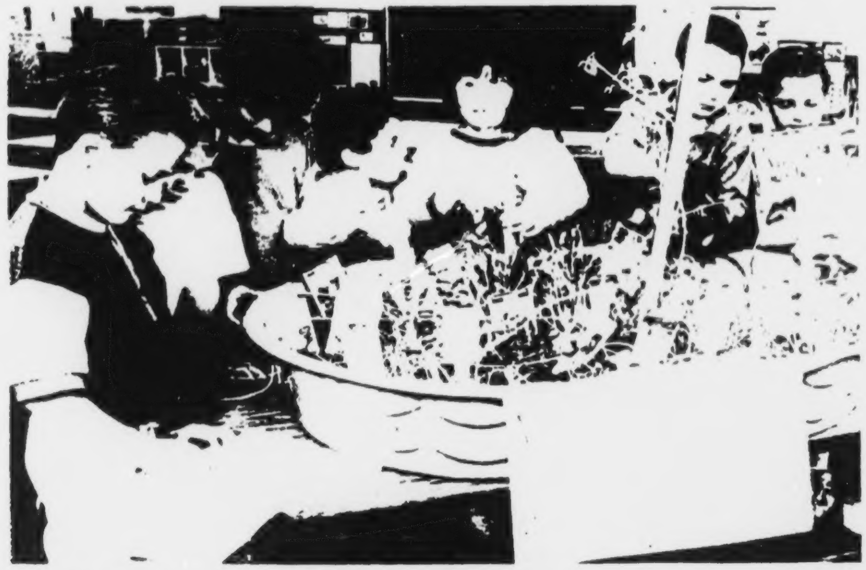
As the 1990s draw to a close, there are lessons to be learned from the past 15 years of standards-based curriculum reform in public education. To capitalize on these lessons, a group of researchers associated with the nation's 10 regional educational laboratories began a multiyear project to examine curriculum reform processes. They queried individuals who have played key roles in reform movements throughout the 50 states and Washington, D.C. They interviewed more than 100 officials – including legislators, state school board members, state education department staff, and members of political and professional education associations – regarding the history and progress of curriculum reform in their states. They also asked what lessons have been learned during the reform process and whether there are still unresolved issues within the reform movement.

The results of these interviews are summarized here. The intent is to disseminate practical advice from peers as state policymakers and leaders plan and implement the next steps for improving school effectiveness.

Overall, researchers found that successful reform efforts include the following characteristics:

- Standards-aligned assessment and accountability systems are used to direct technical assistance and intervention to schools and districts that are foundering.
- There is a focus on improving instruction at the local level by involving teachers in professional development and standards-review activities.
- All communities (business, education and public) are included in the development and regular review o standards.
- Reform is viewed as an ongoing effort and there is a continuing quest improve aspects that work and eliminate those that do not.

Following is a detailed explanation of how these components promote effective curriculum-based reform.



Standards-based curriculum reform often leads to more hands-on classroom activities.

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In addition, information about Kentucky provides an overview of changes and efforts that state has made in its decade of implementing curriculum reform.

Using Standards-Aligned Assessment and Accountability

In the majority of states (70%)[1], assessment results count. That is, there is some consequence in terms of district or school status or some potential for reward or sanction. Consequences range from state governance (including reconstitution) to the public reporting of poor results or the provision of technical assistance.

In a growing number of states, the accreditation of schools or districts is directly tied to assessments that align with standards. Experience demonstrates that linking accreditation to assessment promotes school reform when the accreditation system includes technical assistance for districts that perform poorly. In Michigan, for example, after 93 nonaccredited schools were identified and provided with technical assistance through the collaborative efforts of the four largest intermediate school districts, 71 of those schools (76%) qualified as accredited on subsequent assessments. According to Glen Oxender, state representative and chair of the state's K-12 Appropriations Committee, relating the accreditation program to the Michigan Educational Assessment Program helped direct funds and technical assistance to those most in need. (For another success story, see the description of North Carolina's intervention methods on page 3.)

THE KENTUCKY EDUCATION REFORM ACT: A DECADE OF COMMITMENT TO CHANGE

Kentucky has been at the forefront of many issues regarding education reform since the Kentucky Education Reform Act (KERA) was enacted in 1990. The following are just a few examples:

- Kentucky's six original Learning Goals and 57 Academic Expectations focus strongly on communication, core concepts in the disciplines, real life applications of skills, critical thinking, problem solving, and integration of knowledge from all subject areas.
- The Academic Expectations are supported with a curriculum framework called Transformations and instructional and assessment strategies in the form of the Core Content. Both were developed by the Kentucky Department of Education working with groups of teachers and content and instructional experts.
- The state's standards-aligned assessment system, formerly the Kentucky Instructional Results Information System, and replaced in 1998 by the Commonwealth Accountability Testing System, is applied to all students, including those who have special needs.
- Extensive services exist to help disadvantaged students meet state standards including the Extended School Services activities to provide tutoring and instruction outside of school hours, the pre-kindergarten program, the Family Resource and Youth Services Centers, and inclusion of special needs students on a voluntary basis with the Kentucky Department of Education assistance programs.
- Professional development support has increased from $1 per child in 1991 to $23 per child in 1996. Also, per-pupil expenditure gaps across the state have been reduced by more than 50% since KERA was enacted.
- The state's technical assistance strategies include intensive, focused attention and additional resources for schools determined to need assistance to reach goals. Sources of assistance include the highly skilled educators who work closely with administrators and faculties in each designated school for a year or longer and the Kentucky Leadership Academy, which provides voluntary regional cadre training for teams from any district for a period of 18 months. Each school who visits regularly receives the services of a coach.
- Two years after KERA, the Governor and presidents of the University of Kentucky and the University of Louisville established a jointly administered Center for the Study of Educational Policy. One focus of research for this center is the study and evaluation of the implementation of KERA and its many components. This ongoing scrutiny of the performance of Kentucky's education system has promoted policy-supporting education reform in that state.

NORTH CAROLINA'S ACCOUNTABILITY SYSTEM WORKS

North Carolina's accountability system identifies poorly performing schools and provides them with technical assistance from State Assistance Teams. Funding to staff and support North Carolina's State Assistance Teams is provided by the North Carolina General Assembly through 1996 ABCs legislation (strong Accountability, emphasis on Basics, and maximum local Control). Team members are primarily practicing teachers and school administrators, retired educators and college professors on loan to the North Carolina Department of Public Instruction. Teams receive extensive special training prior to their assignments — which are usually to one school, in teams of five as full-time, year-long jobs. While usually working on site daily throughout the year, last year the teams met twice at the state office to share and learn from each other's experiences. This year, because of the value of that sharing, the teams will meet quarterly.

Together, school personnel and State Assistance Team members discuss discrepancies between their observations and the state's Effective Schools Correlates, and draw up an action plan for the team to implement. Action plans that focus team efforts on teaching, curriculum and scheduling might

- develop and monitor individualized teacher improvement plans using North Carolina's Teacher Performance Appraisal instrument
- align school curriculum with the North Carolina Standard Course of Study
- revise master schedules to allow more instructional time
- provide guidance on lesson plan development and implementation, behavior management and classroom organization
- provide guidance on pacing the North Carolina Standard Course of Study
- establish frequent student assessments and coach teachers on how to adjust instruction and plans to devote more instructional time to children who need it
- revise bus schedules to improve safety and organization of children's arrivals and departures.

Each State Assistance Team focuses its efforts on building capacity, and evidence suggests those efforts have been greatly appreciated. When given the option of receiving continued, voluntary, but less intense assistance during the 1998-1999 school year, 13 of the original 15 schools accepted the offer.

It is important to realize that assessment and accountability systems will not yield strong accomplishments overnight and that reform requires long-term commitment. The California officials interviewed for this study see the demand for instant results as a problem in their state. One official cautions, "You can't go from standards to developing an assessment to improved achievement overnight." Even though it takes time for assessments to demonstrate the improved student achievement resulting from education reform, many states identified assessment as an important part of the path toward successful reform. "Through increased accountability, schools are paying more attention to instruction," says a Maryland official. The focus on instruction is the next important element of successful curriculum-based reform reported in this study.

Focus on Instruction and Professional Development

Fifty-eight percent of states reported a statewide professional development plan with some emphasis on standards implementation. And more than half of the states (59%) said that their professional development plan addresses the different ways students learn and the application of standards equitably, even to the lowest performing students.

Massachusetts has constructed and adopted curriculum frameworks – i.e., guides to aligning local curricula and instruction with state standards – to support standards-aligned instruction in seven academic areas. This state has also taken the bold step of developing baseline teacher performance standards that promote the implementation of curriculum frameworks. These teacher performance standards require for recertification that current teachers be familiar with the curriculum frameworks, and that new teachers receive instruction in the curriculum frameworks during their preservice education. This strategy of collaborating with preservice institutions to instruct new teachers in standards is one that more and more states are using. (See also the information reported regarding Washington's professional development program, which is part of that state's assessment system.) On page 5, Texas' methods of relating standards to classroom instruction are presented.

States are realizing that hiring qualified staff, training staff at a local level, or creating teacher networks are essential capacity-building strategies for the successful dissemination of standards-based instruction. Florida relies on six training centers – called Area Centers for Educational Enhancement. Each center works with an institution of higher education to provide professional development in standards, curriculum frameworks and assessment. Florida and Utah are using a training-of-trainers program as one method of promoting professional development. Specifically, Florida has trained more than 400 people in how to deliver a five-day workshop in curriculum, instruction and assessment. Utah has trained lead teachers in content and pedagogy, and these teachers serve as trainers at local sites.

Utah also supports extensive professional development services that focus on teaching strategies, materials and lesson plans for implementing state standards. For example, in cooperation with other educational organizations, the Utah State Office of Education coordinated a training program for the Elementary Science Core that utilized state public television stations and distance communication networks. Utah state officials – who have been working to implement standards for over a

WASHINGTON'S ASSESSMENT SYSTEM EXTENDS TO CLASSROOMS

In 1992, performance-based education legislation in Washington established the Commission on Student Learning. The commission's task was threefold: identify Essential Academic Learning Requirements (i.e., standards for learning), develop an assessment system, and design a school accountability system. The assessment system created by the commission has four components that ensure its impact.

First, academic assessments that include multiple choice, short answer, extended answer and open-ended items have been developed and piloted for Grades 4 and 7 in reading, writing, listening and mathematics. Also, a Certificate of Mastery, based in part on exam results, will be required for high school graduation starting in 2006, and this high-stakes exam is being instituted on a voluntary basis in 1999.

Second, classroom assessments are meant to provide opportunities for teachers and students to gather evidence of student learning. These assessments are more in tune with student developmental levels, and they accommodate various learning preferences more effectively than do standardized tests. Types of evidence may include experiments, projects, portfolios, observation checklists, interviews and teacher-constructed paper-and-pencil tests.

Third, context indicators are used to examine student performance relative to the environment in which learning occurs. The objective is to paint a picture of the types of learning environments that consistently result in success for students, not to excuse or explain why learning is at a low level in some cases. Useful information about context includes instructional techniques, teacher experience, resources, special programs, attendance and graduation rates.

The fourth element of the assessment system meets teachers' need for support and professional development to link teaching to the Essential Academic Learning Requirements. The Commission has created 15 regional training centers in collaboration with educational service districts. The major focus of the training centers is to help teachers understand the standards and develop and use quality assessments. Summer institutes are another vehicle for supporting teachers in implementing standards-based instruction and assessment in the classroom. A tool kit is available to assist elementary teachers in developing appropriate assessments.

Washington has recognized that getting most students to achieve standards will not be a simple task. Recent legislation requires districts to provide extra assistance and alternative education options for students who do not meet state standards. This state's comprehensive assessment system will permit careful study of the reform's impact.

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decade – advise, "Keep curriculum integration voluntary . . . try not to make it another add-on to the full plate of what teachers are doing already, but a tool to aid in teaching." Utah also continually engages all communities in reviewing and revising state standards, which is the next important element of successful reform presented here.

Inclusive Development and Review of Standards

One of the predominant messages from state leaders about developing standards is "bring everyone to the table." An official from Minnesota reports, "You can't have too many people involved – ownership is precious." And a Georgia official notes, "The process of seeking teacher input results in teacher buy-in."

The nature of testing is changing as students are required to demonstrate knowledge application.

In many states (47%), standards development was initiated by the legislature or governor. However, even in these states, diverse committees (including teachers, curriculum area specialists, business representatives and community members) are appointed to work on the actual writing of the standards. Including as many groups as possible from the start makes the standards development and review processes run more smoothly.

Regular review of standards is also important according to states' reports. In Utah, each content area has a statewide committee composed of state and district curriculum specialists who meet regularly to review standards and their corresponding assessments. This committee also ensures that resources and support are available to implement the standards. In Hawaii, a newly formed Commission on Performance Standards was charged in 1998 with revising the state's original 1,500 standards to a more concise and manageable set. The ongoing development and review process in Hawaii not only produced reorganized and refined standards documents, but also new materials related to standards implementation.

One result of including everyone in the discussion of standards is a focused and shared vision of reform. Such agreement promotes collaboration among the programs, organizations and associations that influence education. In Colorado, a Goals 2000 task force has worked with other professional development organizations to design and promote quality teacher training

TEXAS STANDARDS AFFECT INSTRUCTION

Texas demonstrates an interesting mix between state regulations and local control.

In 1995, state control of school districts was largely reduced when many regulations expired and were not reinstituted. Yet the state's accountability system – based on student performance on the high-stakes Texas Assessment of Academic Skills – is applied to schools statewide. This system gives each school specific goals relating to the percentages of children within each minority, at-risk and majority subgroup who must reach proficiency on these competency exams.

According to the 1996 NAEP results, Texas' gradual improvements in student achievement are reliable. The 1997 Proclamation of the Texas Education Agency requires that textbooks be solicited and approved for school adoption if, and only if, they are aligned with the state standards – i.e., Texas Essential Knowledge and Skills. People from throughout the state are trained in evaluating textbooks being considered for adoption, and publishers are aware of the review process. A state respondent identified this tight alignment as one of the most successful elements of Texas' reform effort.

programs in standards-aligned instruction. The Colorado Association of School Executives also is active in disseminating quality curriculum through professional development and an annual conference for teachers and administrators. Colorado's education and business communities meet regularly, and the business community group – named Teaming for Results – provides input on drafts of standards and assessments. In addition, Colorado has used National Science Foundation Statewide Systemic Initiative funding to implement standards-based instruction in math, science and technology.

> *"States still have many lessons to learn about building capacity and changing instructional practice."*

Many states are learning that collaboration among funded programs and organizations is an effective way to disseminate standards and curricula to teachers and principals who will, in turn, share new material with their coworkers and resource networks. Louisiana is another state in which many funded entities are collaborating. These include U.S. Department of Education-funded Eisenhower, Challenge, and Goals 2000 grants; and National Science Foundation grants for Statewide Systemic Initiative, Networking Infrastructure for Education, and Collaborative for Excellence in the Preparation of Teachers.

Continual Study of Curriculum Reform

To promote ongoing conversation and study, several states (e.g., Illinois and Michigan) have established formal mechanisms for ongoing standards-based curriculum reform, review and revision. In Michigan, one state department leader reported that deliberate review and study was one of the most effective elements of reform in that state. In math and science, funding was successfully obtained from the National Science Foundation for Michigan's policy program review. Three studies were conducted with the funds to inform state leaders and teachers about how well policies and standards are aligned and to identify particular needs for professional development. "The policy program review has made people aware of the need to focus on implementation," says a state department official.

Some states are successfully collaborating with universities to conduct research on the impact of standards-based curriculum reform. In Missouri, where reforms are moving the educational system toward student-engaged learning, a team at the University of Missouri is conducting a study on how changes in instructional practice actually occur. Since the Kentucky Education Reform Act of 1990 declared the state school system unconstitutional, more than 500 studies have been conducted on that state's reform effort. (See information about Kentucky's reform research on page 2.)

Due to the diverse social and political factors that can influence education systems in each state, it is important for each state to examine the outcomes of its own reform efforts. Nevada, for example, has one of the most equitable state funding systems for education simply because it has very few large districts (17), each spanning all levels of socio-economic status. While some states require explicit regulations to promote equal funding of districts, Nevada is not one of them. This is just one example of a unique state context that needs to be considered when examining the effect of policy on curriculum reform.

Conclusion

States have learned many lessons regarding the implementation of curriculum-based reform.

Strong assessment and accountability systems can be used by the state to identify schools and districts that need technical assistance. When a state does provide technical assistance and professional development, these activities are most effective when the focus is on implementing standards-aligned instruction.

Many states include all community groups – business, parents and, especially, educators – in the construction and regular review of standards. States noted that this inclusion promotes support from teachers and community members that is essential during the reform process.

States also reported that continual

study of their reform activities keeps them on the path of successful curriculum-based reform. Through self-examination, states identify policies that work and those that do not, and change course where necessary.

The next phase of this multiyear study will explore these issues more closely as the focus shifts to examining districts, schools and classrooms that have successfully implemented curriculum-based reform despite local challenges and obstacles. Among the questions the study will address are the following: How do districts and schools encourage teacher resource networks and support professional development? How do districts and schools involve communities in education? And how do teachers help all students achieve high standards? The intended and unintended effects of state curriculum reform policies on districts, schools and classrooms also will be examined.

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[1] Statistics presented are taken from the full report of this study, *Taking Stock of States' Curriculum-Based Reform Efforts*, produced by the Curriculum, Learning, and Instruction Laboratory Network Program project currently being conducted collaboratively by the 10 OERI Regional Educational Laboratories. Copies of *Taking Stock* are available upon request from the Mid-continent Regional Educational Laboratory, Aurora, Colo.

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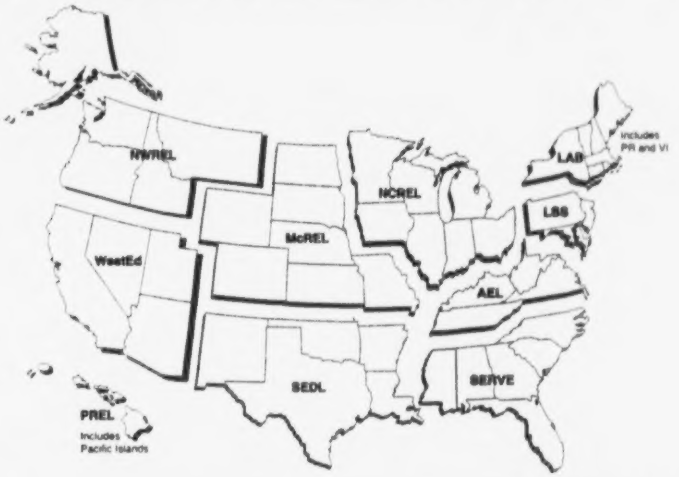
Regional Educational Laboratories



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Education Reform:

What Works For Districts

September 2000

Since the late 1980s, U.S. education has been engaged in what might be described as the most significant reform movement in the nation's history. Educators, parents, community leaders, governors and other policymakers — as well as several U.S. Presidents — have taken part in some way in this intensive effort to raise the academic achievement level of every U.S. student.

As a result, every state department of education is focused on improving education in America's districts and schools. In particular, most states have adopted standards that define student learning goals in the academic disciplines and are now in the process of developing related assessment programs and accountability systems. Schools and districts are wrestling with the implications of accountability requirements and exploring new instructional, grading, and assessment approaches, while striving to meet the needs of an increasingly diverse student body. In short, the entire public education system is involved in some type of reform.

There are lessons to be learned from the reform initiatives that states, districts, and schools have undertaken to date. To capitalize on these lessons, a collaborative three-phase project was undertaken by a group of researchers associated with the nation's 10 regional educational laboratories, funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. The intent of the project is to examine reform at the state, district, and school levels and to disseminate practical advice that will be useful to policymakers and education leaders as they plan and implement strategies for helping all students meet high standards.

During the first phase of this project, more than 100 individuals who have played key roles in reform movements throughout the 50 states and Washington, D.C. were interviewed. Legislators, state school board members, state education department staff, and members of political and professional education associations were asked to describe the history and progress of reform in their states, lessons learned during the reform process, and issues they perceived as unresolved. The results of these interviews are summarized in the report *Curriculum Reform: What State Officials Say Works* (Laboratory Network Program, 1998).

For this phase of the project, district representatives in 13 states were interviewed:

Arkansas
California
Colorado
Florida
Hawaii
Kentucky
Maryland
Michigan
Missouri
Nevada
New Hampshire
Oregon
Texas

During the second phase of the project, representatives from 16 districts in 13 states were interviewed about each district's reform path, perceptions of the state's role in that reform, and lessons learned as a result of the reform process. This brief highlights the key points from these district interviews. The purpose of this summary is to describe district and state activities reported as being supportive of local reform. In phase three of this project, schools in these districts will be studied to determine how policy and reform play out at that level of the education system.

KEY FINDINGS

Overall, researchers found four primary activities that facilitated the reform process at the district level:

- Aligning curricula to standards and, when possible, to assessments;
- Building staff capacity;
- Developing relationships and communicating with stakeholders; and
- Using resources effectively

Although these topics are discussed separately in the following sections, they are, in fact, interrelated.

THE IMPORTANCE OF ALIGNMENT

How well a school system works depends, in large part, on how well it's aligned. In practical terms, this means that for students to succeed, they should be taught what they are expected to learn and assessed on what they are taught. Most of the districts surveyed as part of this study (69%) spent considerable resources aligning curricula to state or district standards (and, at two sites, to state assessments). In fact, the alignment process was viewed by representatives from several districts (Harford County, MD; Barren and Oldham Counties, KY; and Batesville, AR) as the most significant reform activity completed.

Within many districts, the task of alignment was undertaken by district-level committees or school-level teams. Such a team approach was essential for connecting standards with practice and useful for educating a broader audience in standards, but presented a challenge for some districts, which found different ways of easing the burden.

Representatives from several districts (Oldham County, KY; Salem-Keizer, OR; Harford County, MD) saw the value of focusing on one or two academic subjects each year. For example, the Oldham County, Kentucky district found that by focusing on one or two content areas each year, the curriculum development teams were able to become well acquainted with the state's learning goals ("Academic Expectations"), test out standards-based classroom activities with their students, and produce a K–12 curriculum for district use. One way to expedite the process is to build on the curriculum that's already in place, an approach the Batesville, Arkansas district took. (*See sidebar.*)

A number of districts reported that assistance from external organizations aided the process

Batesville, Arkansas: Making the Most of the Alignment Process

The first task undertaken by the Batesville, Arkansas district was the alignment of all curricula by grade level to standards. School staff used state content standards and standards from other sources to guide the alignment process in each building.

After the process had been completed by individual schools, district teams created a district curriculum and aligned it with the SAT9, the primary assessment used in the state. Student scores on this test are regularly reported to the public.

One way that the district expedited the process was to begin with what teachers were already doing in the classroom. Over time, curriculum gaps were filled in to address standards that had been omitted from the curriculum.

Although it is important to move the process along in a timely manner, district representatives thought that spending a little more time examining the match between the curriculum and standards would have made the work easier. For example, the superintendent advocated "slowing down on implementation, and spending more time on curriculum alignment" because engaging teachers in the process leads to teacher buy-in and support of reform.

of curriculum development and alignment. For example, a team from a district in Hawaii traveled to New Zealand to learn about that country's standards and curriculum writing system. After the team returned, members worked with a voluntary group of teachers to create a standards-based curriculum, a process that was greatly facilitated by the assistance of the Pacific Resources for Education and Learning (PREL).

BUILDING STAFF CAPACITY

Researchers were repeatedly told that building staff capacity was an essential element of successful reform. One way districts have built capacity is by tapping into internal expertise.

San Francisco, California: Tapping into Internal Expertise

San Francisco United School District has an extensive and multi-faceted professional development system. Two groups of teachers that the districts relies on are Teachers on Special Assignment (TSAs) and site-based Teacher Leaders.

TSAs are practicing teachers who make a three-to five-year commitment to coordinate and facilitate professional development activities in the district. TSAs also help individual schools develop and implement site-based plans.

TSAs also work with Teacher Leaders, a cadre of teachers recruited from each school in six content areas (English language arts, mathematics, science, history/social science, world language, and technology.) Teacher Leaders assist schools in developing and implementing site-based professional development.

Teacher Leaders provide mentoring, peer training, coaching, and team-building support for teachers. They make presentations at district-wide professional development days and develop and pilot test assessment instruments. Teacher Leaders help extend the reach of the district's professional development to meet specific school needs.

In addition to mentoring, teachers are being recognized as content-area specialists, becoming master teachers, and leading curriculum writing teams, standards development teams, and ongoing professional development programs. (*See sidebar.*)

Districts also increasingly are relying on administrators to build the knowledge and skills needed to strengthen instruction. Strong, stable, visionary leadership is a cornerstone of any successful initiative. But principals and other leaders are becoming more involved in instruction as well, sometimes modeling best practices in the classroom or working directly with students. A principal in Aurora, Colorado, for example, spends time working with individual students as part of the school's remedial literacy program.

Building capacity also was often accomplished through relationships with external agencies or organizations. Eight districts had partnerships with external organizations or with the state department of education that helped teachers learn new instructional and assessment strategies. For example, the Bay School District in Florida worked with the SouthEastern Regional Vision for Education (SERVE), the state department of education, and with the Association for Supervision and Curriculum Development (ASCD) to strengthen staff skills and learn how to build a culture that more effectively supports learning.

A second way districts reported building human capacity was by hiring, whenever possible, highly qualified staff who were already knowledgeable about the district's reform agenda. For example, both Kentucky districts studied employ state-trained technical advisors (currently called "Highly Skilled Educators"). One of the two district superintendents also participated in the state training program. Another strategy for building capacity is delivering standards-

Bay School District, Florida: Using Technology to Build Capacity

In Florida, the development of the Sunshine State Standards, and subsequently state assessments, meant that districts needed to help teachers become familiar with the higher expectations set for students. Developing an easily accessible resource for teachers was also a high priority.

Understanding that teachers don't have much time to invest in developing new instructional materials, the Bay School District found grant funds to develop an online curriculum resource center. The Beacon Learning Center (www.beaconlc.org) began in 1997 as a response to teachers' need for a "one-stop location" for effective lesson plans, student activities, reproducible materials, and other resources. The Web site offers high-quality lesson plans built on and tied to Florida's Sunshine State Standards. Each lesson plan has been validated by a team of experienced educators and includes quality assessments.

based lesson plans and curriculum materials to teachers through Web-based technologies. (*See sidebar above.*)

COMMUNICATION & RELATIONSHIPS WITH STAKEHOLDERS

Communication and relationships, together, are an important dimension of leadership and organizational capacity building that many districts emphasized. Eight types of relationships were noted as contributing to reform:

- ***Teams of staff or administrators*** that focus on reform. Having respected and credible teachers take part in reform initiatives increases the likelihood that others will join the effort.

- Relationships with ***parents and other community members***. Long-term, meaningful changes cannot be made without the support of parents and other community members.

- Relationships with ***local businesses and government agencies***. In addition to providing funding support, these relationships help facilitate communication with community members.

- Relationships with ***school board members***. Educating school board members and including them in staff development activities and instructional decision making can be instrumental in garnering support for change.

- Relationships with ***external organizations or agencies***, including regional professional development centers and state departments of education. Outside professionals can be a rich source of technical assistance, professional development programs, and other resources.

- ***Networking with other districts*** via state events or regional or national consortia is a valuable vehicle for sharing information about the policies and practices that work and why.

Nashua, New Hampshire: Building Strong Community Support

Recognizing the difference that a strong school-community partnership can make, New Hampshire's Nashua district leaders initiated a campaign to solicit input and guidance from parents, local businesses, and other community groups. In the end, some 24 forums were engaged to discuss student learning expectations and a broad range of related issues.

Constant communication with diverse stakeholder groups both within the district and in the community at large was a priority. Throughout the reform process, observations and feedback were sought from all stakeholders in order to stay abreast of evolving perceptions and needs. One avenue for building communication and relationships was an "Open Door Day," during which invited community representatives visited the schools and became more acquainted with faculty and students and learned about course offerings. In addition, the Chamber of Commerce created an education subcommittee, which initiated some 37 adopt-a-school partnerships over time.

Saline, Michigan: Forging a Collaborative District-Union Partnership

Following a contentious period of strikes and near-strikes, the Saline Area Schools and the teacher's union agreed that the traditional, win-lose approach to collective bargaining had to be replaced with a model that was more consistent with the district's goals.

Together, union and district representatives designed and implemented a collaborative bargaining process based on 22 principles, which were adopted unanimously as board policy. Central administrators hold ongoing negotiation meetings every other month with each of the employee organizations so that issues can be discussed and addressed as they arise. No outside negotiators or legal representatives are present at the negotiating table. Instead, everyone works together to solve problems in a way that benefits all of the partners.

Since this collaborative approach was initiated, each new contract has been settled before the expiration of the existing contract. The level of trust that has been built has been a cornerstone of the district's successful reform effort.

- Relationships with ***teacher bargaining organizations or unions***. These relationships are effective when they are based on open dialogue and a shared commitment to student learning. (*See sidebar above.*)
- Relationships with ***local institutions of higher education*** can help districts in the long run by helping future educators learn to use standards in the classroom.

EFFECTIVE RESOURCE ALLOCATION

Resource availability was a barrier to reform for many districts, particularly when unfunded mandates were handed down from the state. However, districts very much benefitted from state and federal grant programs when these programs were consistent with district goals.

Representatives from eight districts mentioned that flexible federal funding through the U.S. Department of Education (e.g., in the form of Goals 2000 or Eisenhower grants) greatly facilitated local reform because the funding could be more easily applied and combined to meet needs. This funding was used for a variety of activities, including curriculum and assessment development, curriculum alignment, and staff development. Funding from other federal sources also aided reform. (*See sidebar below.*)

Consolidating and leveraging funds to serve district goals was an important strategy used by some districts. For example, representatives from the Harford County Public School System in Maryland reported that participating in the state's School Accountability for Excellence (SAFE) program assisted the district in accessing multiple funding streams. Having a common goal for all spending also facilitated decision making about the use of funds.

Socorro Independent School District, El Paso, Texas: Successfully Leveraging Resources

Texas was one of the first states to receive Ed-Flex status from the U.S. Department of Education to devise the best means of accomplishing goals with federal dollars. As a result of this, Socorro Independent School District became one of the first districts to use Title I and other federal funds, along with special state funds, to address at-risk students' learning needs through an extended-year program and year-round schooling.

Located on the outskirts of El Paso, the district has a very limited funding base that makes the creative use of funds a necessity. The district took advantage of resources from the El Paso Urban Systemic Initiative, funded by the National Science Foundation, to support implementation of a standards-based curriculum in mathematics and science and used Title I and state funds to support standards implementation in other disciplines.

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A few districts benefitted from strong local funding support. For example, 92 percent of the budget of the Nashua School District in New Hampshire is generated locally. Combined state and federal contributions are a mere eight percent of the district's budget. In addition, recognizing the importance of earmarking specific funds to support reform, during the first year $1 million was designated for staff training and the development of curricula and instructional materials; $750,000 was set aside each following year for the same purpose. These dedicated funds have greatly aided the district's progress in developing standards, revising curricula, and developing ongoing building-level and districtwide activities that support reform.

NEXT STEPS

Although the results summarized in this brief underscore the district's role in reform and contribute to defining this role, it is necessary to examine school-level policies and practices to understand the impact and effect of district activities. The results of interviews with school staff during the final phase of this project will provide the much-needed local perspective about complex education reform.

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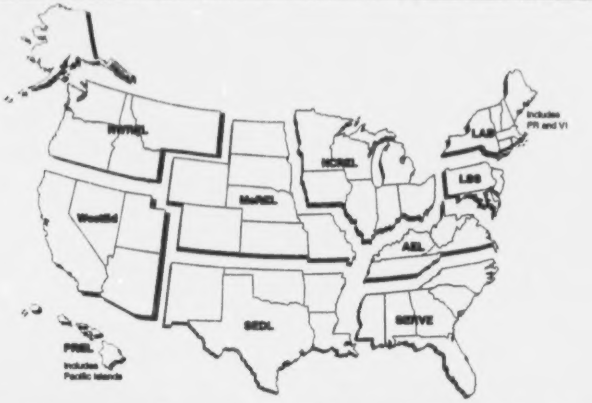

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Safe Communities ~ Safe Schools

Safe Communities ~ Safe Schools Research-Based Strategies for School Violence Prevention

presented by

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What Works in Youth Violence Prevention

Blueprints
for Violence Prevention

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Sources of Information

- Blueprints for Violence Prevention: Center for the Study and Prevention of Violence, (303) 492-8465

www.colorado.edu/cspv/blueprints

- Report to Congress: Larry Sherman, University of Maryland
  www.ncjrs.org/works

Blueprints

Blueprint Selection Criteria

- Strong Research Design
- Evidence of Significant Deterrent Effects
- Sustained Effects
- Multiple Site Replication
- Other Criteria

Promising Programs Criteria (Blueprints)

- Experimental or good quasi-experimental design (control groups)
- Demonstrated effects on delinquency/crime, violence, drug use
- No evidence to contrary through the adolescent years

list of promising programs is included in the handout packet

What Doesn't Work

- **Importance of identifying ineffective strategies**
  - Resource allocation
  - Possibility of doing harm
- **Subject to same evaluation criteria**
  - If a program is not listed as "working" or "promising" doesn't mean it doesn't work; more evaluation information is needed
- **Implementation is always critical**
  - If a program doesn't work, it doesn't always mean it's a bad idea, but it wasn't properly implemented

Blueprint Contents

- Description of Program
- Theoretical Rationale
- Targeted Risk & Protective Factors
- Core Program Elements
- Planning and Implementation
- Evaluation
- Replication

Blueprints

Blueprint Programs

Nurse Home Visitation
PATHS
Bullying Prevention Program
Big Brothers Big Sisters
Life Skills Training

Midwestern Prevention Project
Functional Family Therapy
Multisystemic Therapy
Quantum Opportunities
Treatment Foster Care

Defining Approaches to Prevention

Universal Programs: Applied to an entire population of children, such as a classroom, school, or neighborhood

Selected Programs: Target high-risk children who may already show some level of antisocial behavior

Indicated Programs: Treat children already showing clear signs of delinquent or antisocial behavior

Blueprints Prevention Approach

	Universal	Selected	Indicated
PATHS	X		
Bullying	X		
LST	X		
MPP	X		
Nurse Visitation		X	
BBBS		X	
QOP		X	
FFT		X	X
MST			X
MTFC			X

The Context of Program Effectiveness

- **Integrity of implementation crucial**
  - Blueprints program
- Importance of community climate
  - What is effective in one setting, may not work in another
  - A program shouldn't be put into to place just because its been effective in other times, places
- Intervention **MUST BE RELEVANT**
  - To: population, setting, community, etc.

Summarizing Effective Programs

- Programs categorized by implementation **setting**
- Cautionary note on generalizations
- Importance of targeting multiple risk factors in multiple settings

Review of Programs

- Community Based Programs
- Family Programs
- School Based Programs

Community Based Programs

Model Programs

- **Community Mentoring Programs**
  - Big Brothers/Big Sisters of America

- **Mentoring Programs combining adult role models with education and opportunities**
  - Quantum Opportunities

Big Brothers Big Sisters

Description:	Mentoring
Target:	Youth aged 6-18 from single-parent homes
Cost:	$1,000 to make and support a match
Contact:	BBBS Agency Development Office 230 North 135th Street Philadelphia, PA 19107 215-567-7000

Quantum Opportunities Program

Description:	Educational incentives
Target:	Grades 9-12, disadvantaged
Cost:	$2,600 - $3,750 per youth per year
Contact:	Benjamin Lattimore Opportunities Industrialization Centers of America 1415 North Broad Street Philadelphia, PA 19122 215-236-4500

Community Based Programs

Model Programs *continued*

- **Residential alternative programs**
  - Treatment Foster Care
- **Targeting Community Influences on Behavior** (when combined with other strategies)
  - Midwestern Prevention Project

Midwestern Prevention Project

Description:	Multi-component drug prevention
Target:	All middle/junior high school (grades 6/7) students
Cost:	$198,000 for 3 years (minimal costs)
Contact:	Mary Ann Pentz, Ph.D. University of Southern California USC Norris Comprehensive Cancer Center 1441 Eastlake Avenue, MS-44 Los Angeles, CA, 90033 213-764-0330

Blueprints

Multidimensional Treatment Foster Care

Description:	Structured & therapeutic living with foster parents
Target:	Teenagers at risk for incarceration
Cost:	$2,691 per month per youth
Contact:	Patricia Chamberlain, Ph.D., Clinic Director Oregon Social Learning Center 207 East 5th Street, Suite 202 Eugene, OR 97401 541-485-2711

Community Based Programs

Blueprint Promising Programs

- **Alternatives to Incarceration**
  - Intensive Protective Supervision Project
    - for youth under 16, adjudicated status offenders
    - "counselors" take place of parole officers, closer relationship; smaller caseload
    - home visitations; expert evaluation; individualized treatment plans, therapeutic recommendations

Community Based Programs

Blueprint
Promising Programs

Community-wide, Comprehensive Interventions

- Project Northland (alcohol use)
    - targets youth aged 6 - 8 grades; three year intervention, each year has a different theme; enlists involvement from community members, business
- CASASTART
    - community-enhanced policing; family case management, enhanced supervision and case planning, management for youth having contact with courts, family and education services, after-school and summer activities, mentoring, and incentives

Community Based Programs

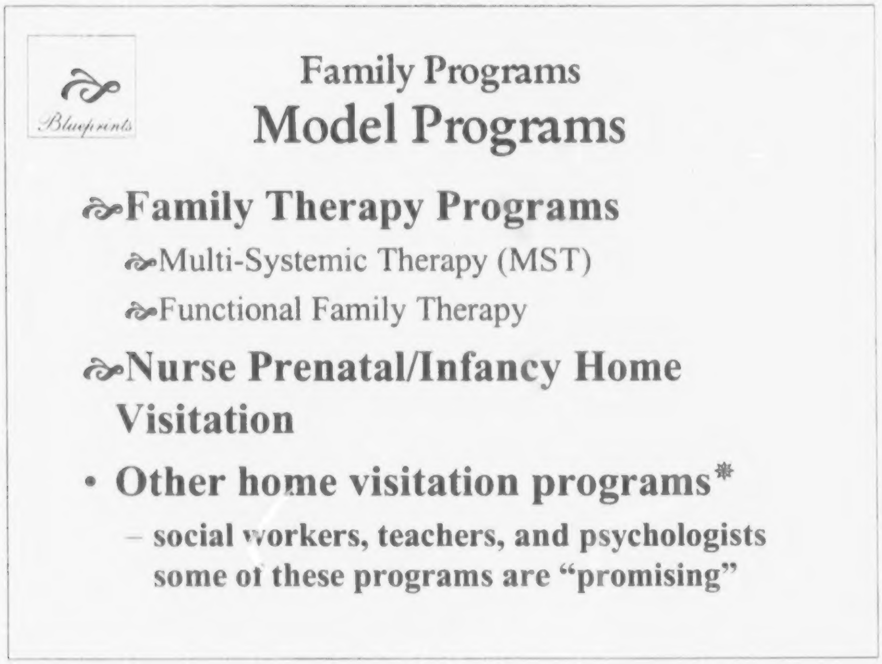
Other Possible Promising Programs

- **After school recreation**
  - studies of recreation programs in housing projects
- **Gang intervention**
  - targeting gang cohesion
    - some "detached worker interventions"
    - conflict resolution and mediation programs show promise

Community Based Programs

What Doesn't Work

- **Community mobilization**
  - efforts in high crime, urban areas
- **Gun buyback programs**



Family Programs

Model Programs

- **Family Therapy Programs**
  - Multi-Systemic Therapy (MST)
  - Functional Family Therapy
- **Nurse Prenatal/Infancy Home Visitation**
- **Other home visitation programs***
  - **social workers, teachers, and psychologists some of these programs are "promising"**

Blueprints

Multisystemic Therapy

Description:	Multidimensional home-based family therapy
Target:	Chronic and violent offenders, ages 12-17
Cost:	$4,500 per youth
Contact:	Scott Henggeler, Ph.D., Program Designer Medical University of South Carolina For training and implementation questions: Keller Strother, MST, Inc., P.O. Box 21269 Charleston, SC 29413 843-853-8300

Blueprints

Functional Family Therapy

Description: Family therapy

Target:: Youth, aged 11-18, at risk for and/or manifesting delinquency or conduct disorders

Cost: $1,350 - $3,750 per youth (avg. of 12 sessions)

Contact: James Alexander, Ph.D.
University of Utah
Department of Psychology, SBS 502
Salt Lake City, UT 84112
801-581-6538

Family Based Programs

Blueprint Promising Programs

- **Parent Training & Support Programs/Child Development**
  - Parent-Child Development Center
  - Syracuse Family Development Research Program
  - Yale Child Welfare Project
- **Family Relationships & Child Management**
  - Iowa Strengthening Families
  - Preparing for the Drug-Free Years

Family Programs

Other Possible Promising Programs

- **Battered Women's Shelters**
  - only when women also take other steps
- **Home Visitation Programs**
  - using other (non-nurse) professionals and paraprofessionals

Family Programs

What Doesn't Work

- **Police Home Visits**
  - police visiting home after a domestic violence arrests
- **Battered Women's Shelters**
  - studies have found increases in violence in women who return home after being in shelter

Blueprints

School Based Programs

Model Programs

- **Bullying Prevention**
- **Drug Abuse Prevention** (that uses social and life skills training
  - Midwestern Prevention Project
    - (also a community based program)
  - Life Skills Training
- **Promoting Emotional Competence**
  - Project PATHS

Blueprints

Bullying Prevention Program

Description: Reduction of victim/bully problems

Target: Grades 4-7

Cost: Full-time consultant, minimal classroom costs

Contact: Dan Olweus, Ph.D.
Research Center for Health Promotion (HEMIL)
University of Bergen
Christiesgt. 13, N-5015
Bergen, Norway 47-55-58-23-27

Promoting Alternative Thinking Strategies (PATHS)

Description:	Social and emotional competence
Target:	Grades K-5
Cost:	$82/student Yr 1 (training & FT consultant included) Costs in Year 2 reduced by half
Contact:	Mark Greenberg, Ph.D., Director Prevention Research Center, Penn State University 110 HDFS-Henderson Building South University Park, PA 16802, 814-863-0112

Blueprints

Life Skills Training

Description: Drug prevention

Target: All middle/junior high school (grades 6/7) students

Cost: $625 per 30 students for 3 years (no training incl)

Contact: Gilbert Botvin, Ph.D., Director
Institute for Prevention Research
Cornell University Medical College
411 East 69th Street, KB-201
New York, NY, 10021 212-746-1270

School Based Programs

Blueprint Promising Programs

- **Child Education & Parent Training**
  - FAST Track Program (K-6)
  - Preventative Treatment Program (grades 2-4)
  - Seattle Social Development Project (elementary through middle school - includes teacher training)
- **Early Childhood Education**
  - Perry Preschool
- **Classroom Management**
  - Preventative Intervention

School Based Programs

Blueprint Promising Programs

- **Systemic School Change/School Climate**
  - Project PATHE
  - STEP
  - Project STATUS
- **Other curricula/instructional programs**
  - I Can Problem Solve (pre-K)
  - Boston Mastery Learning (ML) and Good Behavior Game (GBG)

School Based Programs

Other Possible Promising Programs

- **Modifying Behavior**
- **Behavioral Cognitive Skills**
- **Teaching Thinking Skills**
  - These programs focus on:
    - positive reinforcement
    - anger coping
    - problem solving skills

School Based Programs

Other Possible Promising Programs

- **School Based mentoring**
  - older students matched with younger students
- **Social Competency Development**
  - a component of the PATHS Project (model program)

School Based Programs

What Doesn't Work

- **Substance abuse curriculum** (some kinds; age appropriateness seems to me most vital component; only effective interventions are at the middle school level)
- **Violence-specific curriculum** (note, most evaluations failed to measure violent or aggressive behavior)

School Based Programs

What Doesn't Work *continued*

- **Peer mediation, peer leaders, peer counseling**
- **School counseling interventions**
- **Alternative recreation activities**
  - if used alone
  - unless they provide supervision in a situation where it would normally be absent

Safe Communities
Safe School Initiative

- **Partnership formed to establish a model for safe school planning throughout state of Colorado.**
  - The Colorado Trust
  - Colorado Attorney General
  - Colorado Association of School Boards (CASB)
  - Colorado Association of School Executives (CASE)
  - Colorado Department of Education
  - Colorado Education Association (CEA)
  - Colorado Federation of Teachers (CFT)
  - Coors Brewing Company
  - Front Range and Metro Denver Safe and Drug-Free School Coordinators

-After Columbine, a number of agencies and organizations in Colorado approached Del Elliott, Director of the Center, and asked him to develop a comprehensive model for safe school planning for the State of Colorado.

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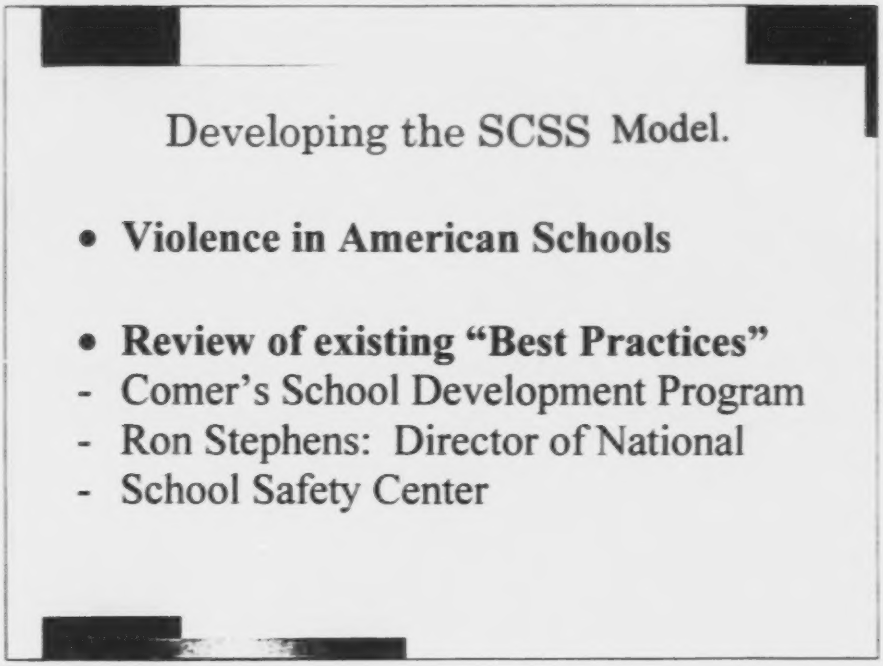


Developing the SCSS Model.

- **Violence in American Schools**
- **Review of existing "Best Practices"**

- Comer's School Development Program
- Ron Stephens: Director of National
- School Safety Center

-At the time, the Center was already in the process of developing a comprehensive publication on Violence in American Schools, which included input from experts on youth violence from throughout the nation.

-Del and others at the Center also searched the research on "best practices" in school safety planning.

-Adding to this evidence our own expertise on what works in violence prevention, Del and the Center developed the Safe Communities ~ Safe Schools Model.

School Violence: Causes

- **Exposure to multiple risk factors during childhood increase likelihood of later violence.**

- individual
- Family
- Peer group
- School
- Community

-J. David Hawkings, Ph.D., David P. Farrington, Ph.D. and Richard Catalano, Ph.D, Social Development Research Group, University of Washington

-One of the things that came out of this review was an understanding of the causes of school violence.

-It was clear that the risk factors for youth violence are multicontextual—spanning, individuals, families, peer groups, schools and communities.

-Individual: genetics, temperament

-Family: parenting styles

-Peer group: delinquent peers

-School: academic failure

-Community: disorganization, availability of weapons/drugs and alcohol, witnessing violence

Five Characteristic of Effective Violence Prevention

- **Comprehensive prevention strategies must address multiple risk/protective factors in multiple contexts.**
- **Create & maintain positive, welcoming school climate , free of drugs, violence, intimidation & fear—an environment supported by community where teacher can teach & students can learn.**

-From this we learned that effective violence prevention strategies must address multiple risk factors in multiple contexts. In fact, the research shows that the more risk factors a violence prevention program addresses, the more effective it is.

-We also learned that effective prevention programs focus on school climate.

Five Characteristics of Effective Violence Prevention

- **Assessment Driven: Each school designs individualized safe school plan.**

- **A public health violence prevention strategy should be used to assess the violence problem and to plan and implement programming.**

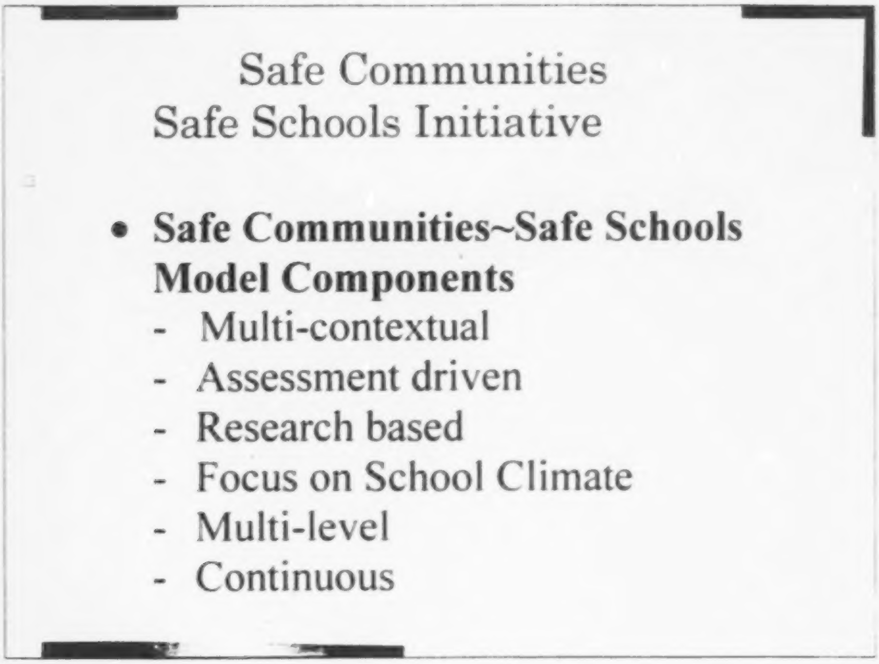
-In addition, effective school violence prevention programs are assessment driven: they begin with an accurate assessment of the strengths, weaknesses and resources of the school, the levels of risk and protective factors among students and in the community, and the prevalence and types of violence affecting students.

-Effective prevention programs are also multi-level—based on the public health model, effective programs address prevention in all students, intervention in at-risk students and effective management in times of crisis.

Five Characteristics of Effective Violence Prevention

- **Establishing a safe school plan is a long term, Systematic, and comprehensive process**

-Finally, effective school violence prevention programs must be continuous. The safe school planning process does not end with the development of a crisis management plan or with the implementation of a violence prevention program. Effective safe school planning is subject to continuous review and adaptation as school and community priorities and issues change, as society changes, and as the student body changes.



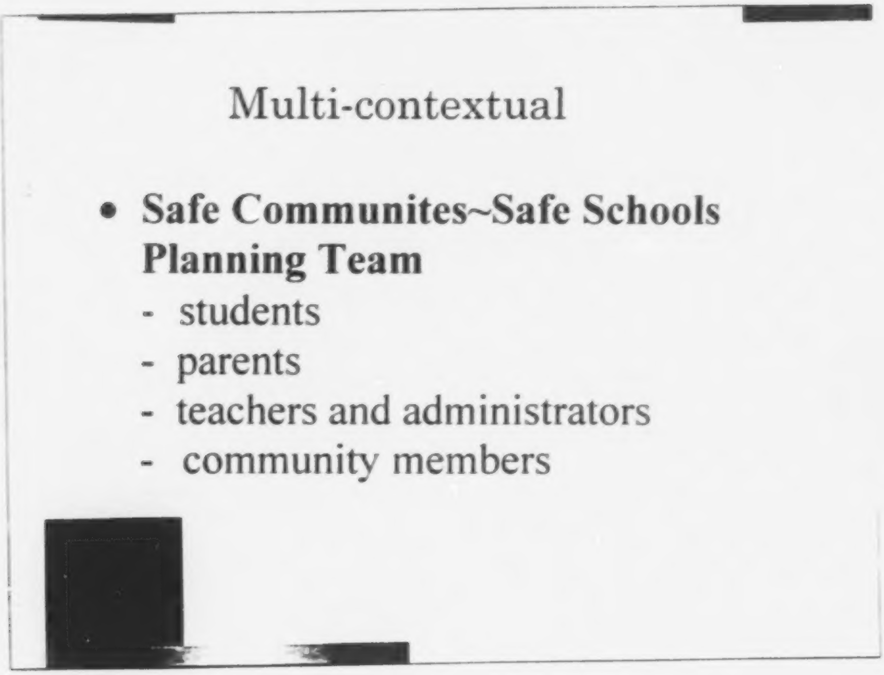
Safe Communities
Safe Schools Initiative

- **Safe Communities~Safe Schools Model Components**
  - Multi-contextual
  - Assessment driven
  - Research based
  - Focus on School Climate
  - Multi-level
  - Continuous

-From this information, Del Elliott and others at the Center created the Safe Communities ~ Safe Schools Model.

-This model is intended to be a framework for safe school planning—a framework that can be adapted to the specific needs and resources of individual schools and communities.

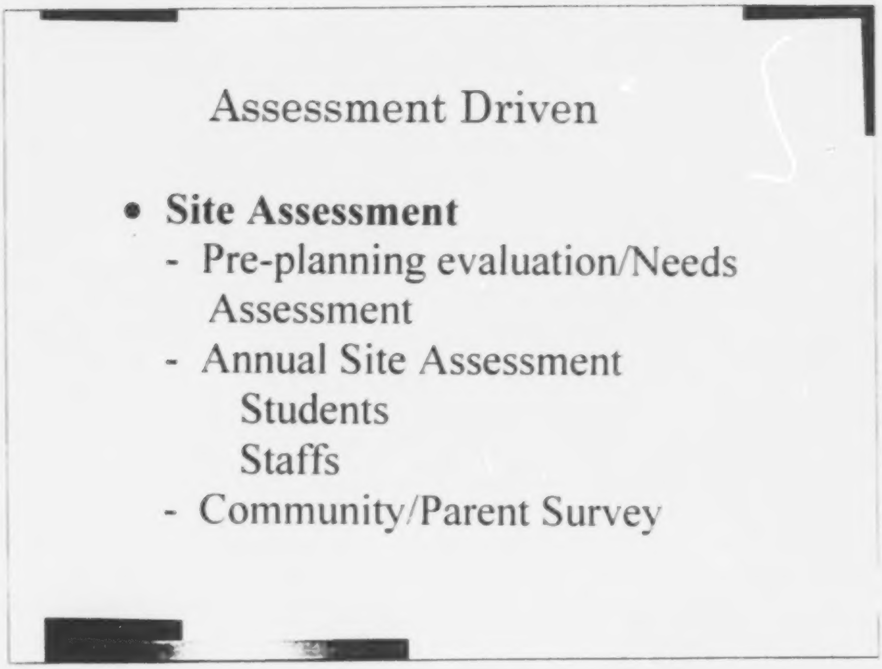
-The basic components of the model include...



Multi-contextual

- **Safe Communites~Safe Schools Planning Team**
  - students
  - parents
  - teachers and administrators
  - community members

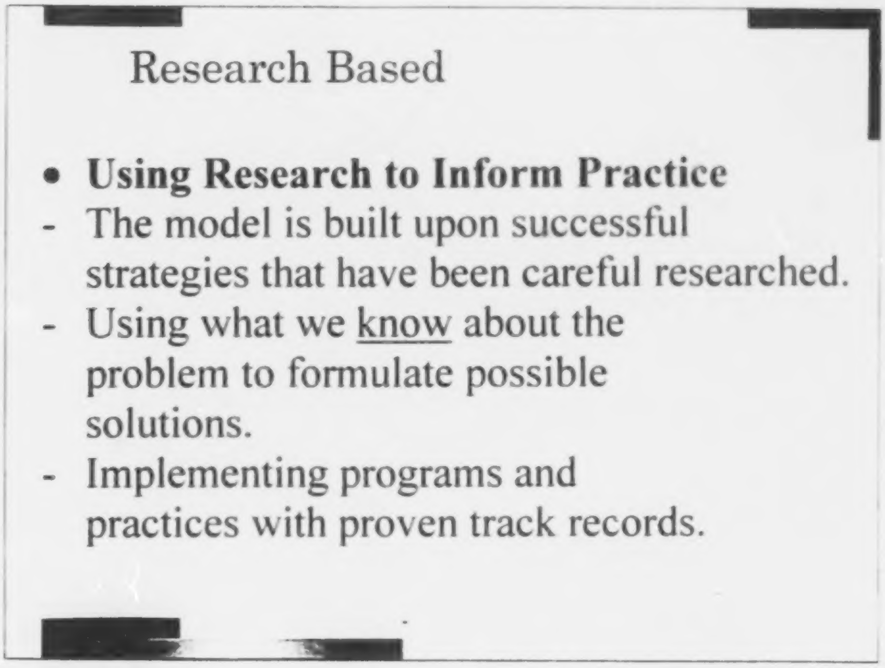
-The Safe Communities ~ Safe Schools Planning Team



Assessment Driven

- **Site Assessment**
  - Pre-planning evaluation/Needs Assessment
  - Annual Site Assessment
    - Students
    - Staffs
  - Community/Parent Survey

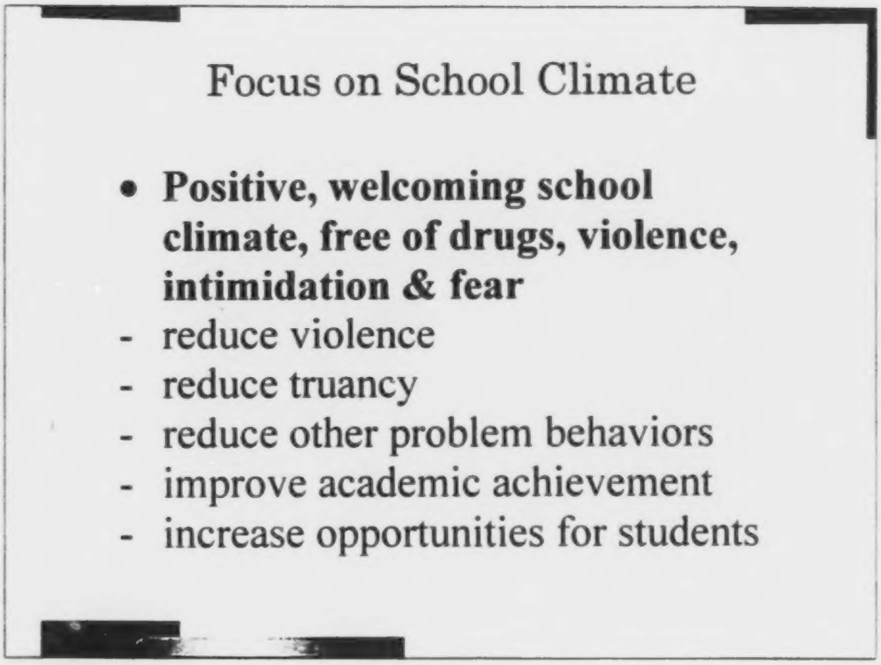
-An annual site assessment should be conducted and used as an evaluation and planning tool to determine the extent of any school safety problems and/or climate issues.



Research Based

- **Using Research to Inform Practice**
- The model is built upon successful strategies that have been careful researched.
- Using what we know about the problem to formulate possible solutions.
- Implementing programs and practices with proven track records.

-An annual site assessment should be conducted and used as an evaluation and planning tool to determine the extent of any school safety problems and/or climate issues.



Focus on School Climate

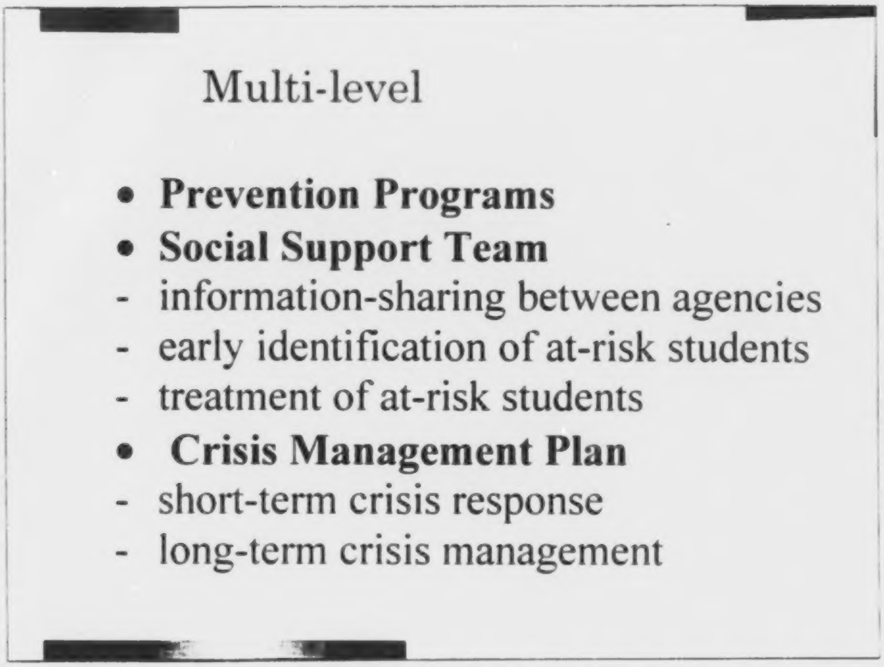
- **Positive, welcoming school climate, free of drugs, violence, intimidation & fear**

- reduce violence
- reduce truancy
- reduce other problem behaviors
- improve academic achievement
- increase opportunities for students

-The SCSS model is not a program.

-The initiative is comprehensive, and is aimed at the overall environment of the school and community.

-Research shows that school climate change creates not only a safer school, but a school with less truancy, less problem behaviors, higher academic achievement and more opportunities for students.



Multi-level

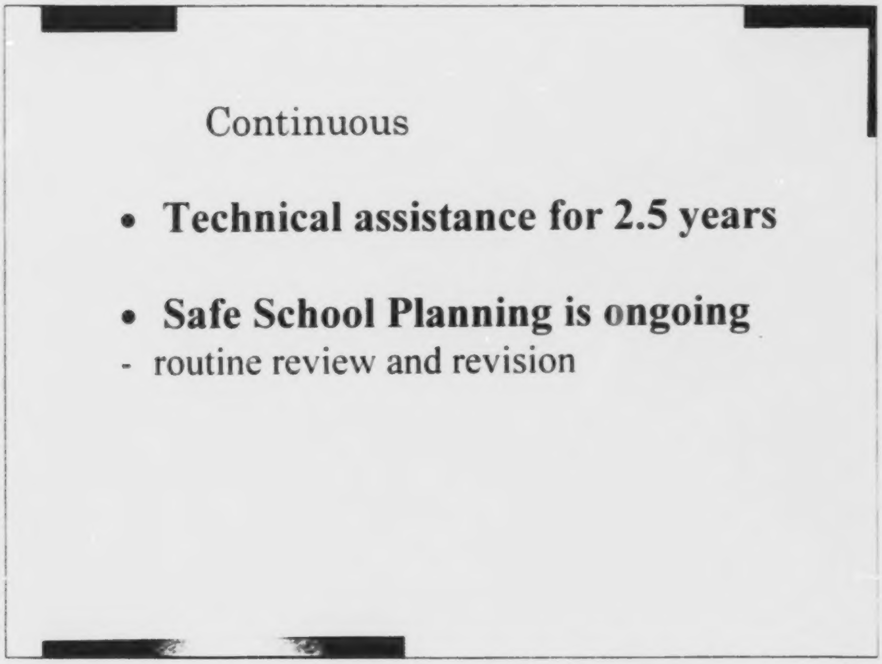
- **Prevention Programs**
- **Social Support Team**
  - information-sharing between agencies
  - early identification of at-risk students
  - treatment of at-risk students
- **Crisis Management Plan**
  - short-term crisis response
  - long-term crisis management

-The SCSS Model takes a multi-level approach to reducing school violence.

-The first level is prevention: this includes programs and initiatives aimed at all students in the school.

-The second level is intervention: The Social Support Team (similar to child study teams) will be developed to foster information-sharing between youth-serving agencies in a confidential environment. These agencies include law enforcement, mental health and social services, and may include others. The goal of the Social Support Team is to identify early at-risk students and, most importantly, to identify and implement appropriate interventions for these students.

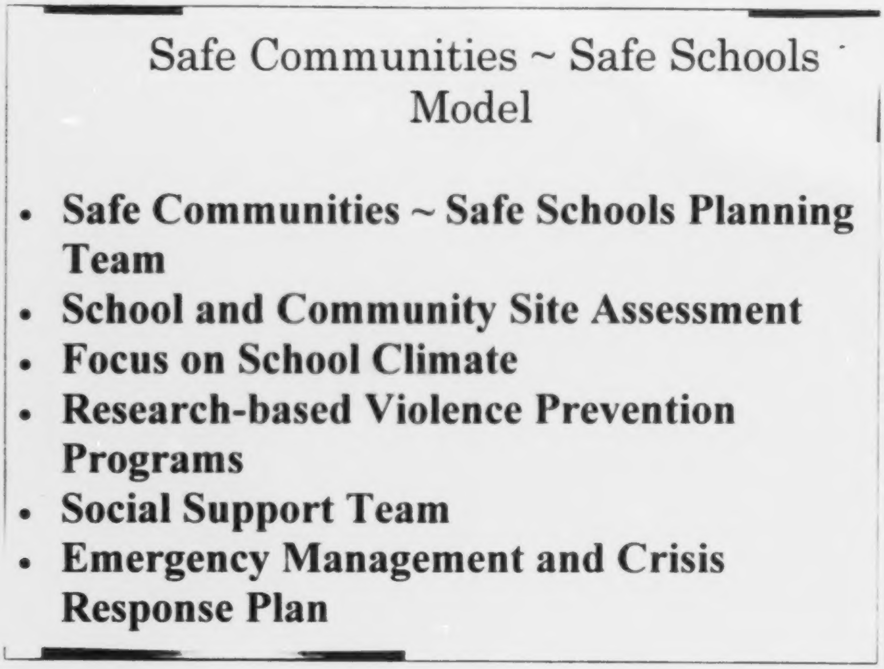
-The Crisis Management Plan will serve as the third level in this approach. This plan will be comprehensive in scope and will be practiced, much like a fire drill, to ensure that all members of the school and community-based emergency service providers are prepared to respond swiftly and effective in a time of crisis.



Continuous

- **Technical assistance for 2.5 years**
- **Safe School Planning is ongoing**
  - routine review and revision

-While the Center will only provide technical assistance to its 18 sites for 2.5 years, we hope that the Safe School Planning process will continue indefinitely.



Safe Communities ~ Safe Schools Model

- **Safe Communities ~ Safe Schools Planning Team**
- **School and Community Site Assessment**
- **Focus on School Climate**
- **Research-based Violence Prevention Programs**
- **Social Support Team**
- **Emergency Management and Crisis Response Plan**

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McREL Fall Conference 2000
The Power of Accountability to Transform Teaching and Learning

Assessing the English Language Learner: Facts and Consideration

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October 20, 2000

McREL Fall Conference 2000

Assessing the English Language Learner: Facts and Consideration

October 20, 2000

Agenda

I. Introductions/Training Objectives

II. Who are the Second Languge Learners?

III. Acquiring a First and Second Language: An Overview

IV. Considerations in Assessing English Language Learners

V. Identifying the English Langyuage Learner
   - Formal and Informal Assessment
   - Language Proficiency
   - Academic Proficency

VI. Tools and Resources

VII. Closure/Evaluation

Training Objectives

Participants will examine

- the principles of language acquisition;
- considerations when assessing LEP students; and
- assessment strategies, tools, and resources.

Who is the Limited English Proficient (LEP) Student?

i. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

ii. Is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

iii. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

iv. Has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn success fully in classrooms where the language of instruction is English or to participate fully in our society.

Source: *Improving America's Schools Act Conference Report to accompany H. R. 6, 1994, Sec. 7501 (8) (A)(B).*

Language Acquisition Theory

Acquisition vs. Learning	
Acquisition	Learning
subconscious	conscious
similar to first language development	knowing about language
focus is on needs and interests of students	focus is on grammar
all attempts at communication are praised and reinforced; errors are accepted as developmental	corrections of errors
involves student-centered	involves drills and
situational activities	grammar exercises

Language Development Stages

- Pre-production
- Early Production
- Speech Emergence
- Intermediate Fluency
- Fluency

Levels of Language Proficiency

Basic Interpersonal Communication Skills

- Language proficiency needed to function in everyday interpersonal contexts (survival skills).
  - pronunciation
  - grammar
  - vocabulary
- Communicative capacity all normal children acquire and reaches a plateau soon after child enters school.
- Not related to academic achievement.
- Universal across all native speakers.
- Attained after two or three years in a host country.

Levels of Language Proficiency

Cognitive Academic Language Proficiency

- Language proficiency needed to function in decontextualized, academic settings (language of the classroom.)
- Skills needed to manipulate language outside of the immediate interpersonal context.
- Dimension of language related to literacy skills.
- CALP in L1 and L2 overlap, in spite of important differences in the "surface features" of each language.
- CALP develops through school years, following general curve for cognitive development.
- Attained between five to seven years in host country.

Needs of Second Language Learners

- Accepting Environment
- Recognition of Culture
- ESL Instruction
- Meaningful Context
- Academic Language
- Content Instruction
- Consideration for Testing and Daily Assignments

Identifying and Instructing the LEP Student

Levels of Proficiency	Level I	Level II	Level III	Level IV	Transition
ESL Categories	Pre-Production Stage	Early Production Stage	Speech Emergence Stage	Intermediate Fluency Stage	Near Proficient
	Beginning		Intermediate	Near Proficient	
L2 Language Characteristics	• minimal comprehension • no verbal production • communicates with action and gestures	• limited comprehension • one/two word responses • short phrases	• increased comprehension • simple sentences • some errors in speech	• very good comprehension • more complex sentences • complex errors in speech • engage in conversation and produce connected narrative	• Near proficient orally • very good comprehension • vocabulary approaches that of native speaker of same age • few, if any, errors in speech • understands and produces complex sentences expected of native speaker of same age • lack experiences with written language • scores at or above 40th percentile on state approval achievement test
ESL Categories	listen point move mime match draw select choose act/act out circle	name label group respond list categorize tell/say answer (with one/two words)	recall retell define explain compare summarize describe role-play restate contrast	analyze create defend debate evaluate justify support	All performance indicators
Instructional Focus	• Lesson focus on listening comprehension • Lesson builds receptive vocabulary	• Lesson expands receptive vocabulary • Activities are designed to motivate students to produce vocabulary and structures they already understand	• Lesson continue to expand receptive vocabulary • Activities are designed to develop higher level of language use • Language experience activities are introduced	• Lesson continues to expand receptive vocabulary • Activities are designed to develop higher levels of language use in the content areas • Reading and writing activities are incorporated into lessons	• Lessons continue to expand receptive vocabulary • Activities are designed to develop higher levels of language use • Reading and writing are incorporated into lessons • Some brief directed lessons on letter/sound relationships and writing mechanics that differ between the two languages • Free reading of easy-to-read books • Teacher and peer support (e.g. cooperative learning)

Source: SEDL/MRC

Teacher Behaviors and Instructional Strategies

STAGE	TEACHER BEHAVIORS	INSTRUCTIONAL STRATEGIES
Pre-Production	• *Expects* no small verbal responses. • *Presents* with gestures, real objects, visuals, etc. • *Uses* a hands-on approach. • *Introduces* vocabulary in context. • *Praises* students for non-verbal responses. • *Holds* high expectations. • *Evaluates* students' gestures/drawings.	• *Direct* total response activities • *Assign* "following directions" activities (draw, circle, cut, color, underline). • *Assign* a "Buddy" to assist students. • *Assign* "observation" tasks (e.g., look for three red objects, numbers on cars, etc.) • *Provide* students "choices" in response to questions (e.g., Is it that or this or that?) • *Read* literature appropriate for the age level.
Early-Production	• *Uses* visuals, real objects, hands-on approach. • *Introduces* vocabulary in context. • *Creates* lessons which motivate students to produce speech. • *Asks* "yes or no," "either/or" questions. • *Praises* students for one- or two-word answers. • *Holds* high expectations. • *Evaluates* students for one- or two-word answers.	• *Ask* questions with one- or two-word answers. • *Require* students to complete statements, lists. • *Direct* students to label pictures/objects. • *Assign* students with "pictionaries." • *Provide* "multiple choice" questions. • *Teach* simple songs, fingerplays, poems. • *Read* "repetitive" stories. • *Instruct* students to sort, classify, and list objects. • *Read* literature appropriate for the age level.
Speech Emergence	• *Uses* visuals, real objects, hands-on approach. • *Introduces* vocabulary in context. • *Directs* language experience activities (group stories, statements about a picture, object). • *Encourages* students to associate "speech" with the printed word. • *Praises* students to associate "speech" with the printed word. • *Holds* high expectations. • *Evaluates* students' oral statements.	• *Ask* students to role play, recite simple dialogue. • *Ask* students to describe objects, experiences, books. • *Direct* students to retell parts of stories, experiences. • *Ask* questions that require a simple answer. • *Ask* students to compare and contrast. • *Teach* more complex poetry, songs, etc. • *Read* literature appropriate for the age level.
Intermediate Fluency	• *Uses* visuals, real objects, hands-on approach. • *Introduces* vocabulary in context. • *Explains* abstract concepts. • *Promotes* higher-level thinking skills • *Praises* students for oral and written participation. • *Holds* high expectations. • *Evaluates* students' oral and written stories, reports, and responses.	• *Place* students in basal readers and content area textbooks. • *Direct* students to use reference materials. • *Assign* stories, paragraphs, and reports. • *Provide* opportunities for students to debate and defend answers. • *Assign* oral reports. • *Assign* a variety of literature for students to read. • *Read* literature appropriate for the age level.

Identification

- Home Language Survey
  - Language of the child
  - Language spoken by the child
  - Language spoken by the adults
- Teacher observations
- Assessment (formal, informal)
- Parent Information

Know What You Are Assessing

- Language Proficiency
  - English Language
  - Native Language
- Academic Proficiency
  - English
  - Native Language

Assessment Considerations

- Student has had an opportunity to learn
- Length of time in the U.S. and the community
- Student has had formal education in his/her own country. (Country of origin is important.)
- Student is literate in his/her own language
- Circumstances under which the family immigrated to the U.S.
- Length of time to adjust to the new environment

How Do We Define Language Proficiency?

Having the ability to:

- Understand a distorted message.
- Understand a message that has never been heard.
- Create language.
- Function with ease in a particular linguistic situation.
- Demonstrate an expectancy grammar.
- Communicate on an equal basis to that of a native speaker, although not necessarily identical.

LANGUAGE PROFICIENCEY TESTS

- FUNCTIONING IN A SPECIFIC LANGUAGE
- CAN MEASURE A WIDE RANGE OF SKILLS
  - (SPEAKING, LISTENING, READING & WRITING)
- VARIOUS USES OF LANGUAGE
  - (COMPREHENSION, FLUENCY VOCABULARY, PRONOUNCIATION, GRAMMAR, AND FUNCTIONAL USE OF LANGUAGE)

Five Commonly Used English Language Proficiency Tests

Assessment Instrument	General Description
Basic Inventory of Natural Language (BINL) CHECpoint Systems, Inc. 1520 North Waterman Ave. San Bernadino, CA 92404 1-800-635-1235	The BINL (1979) is used to generate a measure of the K-12 student's oral language proficiency. The test must be administered individually and uses large photographs to elicit unstructured, spontaneous language samples from the student which must be tape-recorded for scoring purposes. The student's language sample is scored based on fluency, level of complexity and average sentence length. The test can be used for more than 32 different languages.
Bilingual Syntax Measure (BSM) I and II Psychological Corporation P.O. Box 839954 San Antonio, TX 78283 1-800-228-0752	The BSM I (1975) is designed to generate a measure of the K-2 student's oral language proficiency; BSM II (1978) is designed for grades 3 through 12. The oral language sample is elicited using cartoon drawings with specific questions asked by the examiner. The student's score is based on whether or not the student produces the desired grammatical structure in their responses. Both the BSM I & BSM II are available in Spanish and English.
Idea Proficiency Tests (IPT) Ballard & Tighe Publishers 480 Atlas Street Brea, CA 92621 1-800-321-4332	The various forms of the IPT (1978 & 1994) are designed to generate measures of oral proficiency and reading and writing ability for students in grades K through adult. The oral measure must be individually administered but the reading and writing tests can be administered in small groups. In general, the tests can be described as discrete-point, measuring content such as vocabulary, syntax, and reading for understanding. All forms of the IPT are available in Spanish and English.
Language Assessment Scales (LAS) CTB MacMillan McGraw-Hill 2500 Garden Road Monterey, CA 93940 1-800-538-9547	The various forms of the LAS (1978 & 1991) are designed to generate measures of oral proficiency and reading and writing ability for students in grades K through adult. The oral measure must be individually administered but the reading and writing tests can be administered in small groups. In general, the tests can be described as discrete-point and holistic, measuring content such as vocabulary, minimal pairs, listening comprehension and story retelling . All forms of the LAS are available in Spanish and English.
Woodcock-Muñoz Language Survey Riverside Publishing Co. 8420 Bryn Mawr Ave. Chicago, IL 60631 1-800-323-9540	The Language Survey (1993) is designed to generate measures of cognitive aspects of language proficiency for oral language as well as reading and writing for individuals 48 months and older. All parts of this test must be individually administered. The test is discrete-point in nature and measures content such as vocabulary, verbal analogies, and letter-word identification. The Language Survey is available in Spanish and English.

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Source: Del Vecchio, A. & Guerrero, M. (1995). Handbook of English Language Proficiency Tests.
Evaluation Assistance Center Western Region [illegible]

Determining LEP Student Participation in Statewide Assessment

1. Language proficiency assessments should evaluate all the necessary language skills for students to be able to achieve high standards at particular grade levels.

2. Standardized achievement tests such as the Iowa Test of Basic Skills, the Comprehensive Test of Basic Skills, and the Stanford Achievement Test should be used to ensure reading comprehension among other areas.

3. The key to the assessment of LEP students is to look beyond communication in social settings

Determining Spanish Speaking LEP Student Participation in the Spanish Version of the Assessment

1. The student has received or is currently receiving formal instruction in Spanish; and

2. The student has been assessed, with appropriate Spanish assessment tools, and it is determined that the student is literate in the Spanish language.

Assessing Academic Progress and Achievement

Assessment is any systematic attempt to gather information about student knowledge or skill

Marzano, R. J., Pollock, J. E., & Zeno, B. (in press). Research Into Practice Series: Assessment, Grading, and Record Keeping in the Classroom. Aurora, Colorado: Mid-continent Research for Education and Learning.

Types of Standardized Tests

- **Standardized Achievement Tests**
  - Sample a student's current level of learning across a range of general skill areas.
  - Estimate what a student knows and can do in a specific subject as a result of schooling.
  - Allow a comparison of the progress of students in one school or project to the progress of the norm group and/or a non-project comparison group.
  - Results from these tests can be used to make exit decisions (exit from a particular program, e.g., Title I reading or English as a Second Language) about students, measure the growth.

- **Standardized Replacement/Diagnostic Tests**
  - Identify students' strengths and weaknesses in specific content areas.
  - Determine how best to help the students overcome any particular limitations.
  - As with standardized achievement tests, placement/diagnostic tests provide norms against which a student can be compared in order to determine which sills should be taught.

- **Affective Tests**
  - Measure student attitudes or interests such as how a student thinks about types of people, specific situations, experiences, or other defined areas.
  - Can be helpful in the evaluation of a bilingual or other program for linguistically and culturally diverse students to help establish whether desired changes such as developing a more positive self-image or an increased interest in school have occurred.

- **Language Proficiency Tests**
  - Determine how well a student is functioning in regard to a specific spoken and/or written language.
  - Can measure a wide range of language acquisition skills, ranging from those necessary for conducting basic interpersonal communications to those necessary for handling more difficult activities such as school learning.
  - Tests have been developed to measure comprehension, fluency vocabulary, pronunciation, grammar, and functional uses of language.

Source: Southwest Comprehensive Regional Assistance Center, Center for the Education and Study of Diverse Populations / previously known as the Evaluation Assistance Center-Western Region/NM Highlands University, Albuquerque, NM.

Formal Assessment

- standardized assessments
- simple set of expectations for all students
- prescribed criteria for scoring and interpretation

Informal Assessment

- techniques that can be easily incorporated into classroom routines and learning activities
- can be used anytime without interfering with instructional time
- results are indicative of student's performance on the skill or subject area
- not intended to provide a comparison to a broader group beyond the students in a local project
- informal assessments seek to identify strengths and needs of individual students

Assessment Techniques

Unstructured Assessment Techniques

- a variety of activities (ex. writing stories to playing games, both written and oral activities)
- scoring is more complex and difficult

Structured Assessment Techniques

- specifically planned by teacher
- varied activities
- typically "tests" that have items that are "right" and "wrong," "completed" or "not completed"
- scoring is relatively easy

Assessment Development Guidelines for Second Language Learners

- Tasks are language independent.
- Assessment strategies are varied.
- Activities are cultural saliency and relevancy.

Assessing Student Performance
2 Types of Knowledge

Declarative Knowledge (Information)

Students *know* → Students *understand*

Procedural Knowledge (Skills and Processes)

Students can *perform* steps → Students can *perform* steps *automatically* or *fluently* → Students *master* the skill or process

Marzano, R. J., Pollock, J. E., & Zeno, B. (in press). Research Into Practice Series: Assessment, Grading, and Record Keeping in the Classroom. Aurora, Colorado: Mid-continent Research for Education and Learning.

General Information Processing Skills

- Comparing and contrasting
- Analyzing relationships
- Classifying
- Argumentation
- Making inductions
- Making deductions
- Experimental inquiry
- Investigation
- Problem solving
- Decision making

Marzano, R. J., Pollock, J. E., & Zeno, B. (in press). Research Into Practice Series: Assessment, Grading, and Record Keeping in the Classroom. Aurora, Colorado: Mid-continent Research for Education and Learning.

Seven Types of Classroom Assessments

1. Forced-choice

Example: multiple-choice items, True/False items, matching exercises, and short answer/fill-in items

2. Essays

3. Short constructed response

Science example: provide a brief explanation of the following: water cycle, how clouds affect weather and climate, short-term verses, and long-term weather changes

4. Oral response

5. Performance tasks and portfolios

Example: samples of student work demonstrating levels of development

6. Informal observation

Example: teacher observation of student use of English.
Observation of student performing a task

7. Student self-assessment

Example: leading questions to guide student in self-assessment

- I have learned...,
- Something I find that was difficult...
- I am still wondering about...

Marzano, R. J., Pollock, J. E., & Zeno, B. (in press). Research Into Practice Series: Assessment, Grading, and Record Keeping in the Classroom. Aurora, Colorado: Mid-continent Research for Education and Learning.

Designing and Scoring Classroom Assessments

- Decide what is essential

- Plan the types of assessment to be used

- Construct individual assessments

- Score assessments

Marzano, R. J., Pollock, J. E., & Zeno, B. (in press). Research Into Practice Series: Assessment, Grading, and Record Keeping in the Classroom. Aurora, Colorado: Mid-continent Research for Education and Learning.

Steps in Constructing a Performance Task

Step 1: Identify the topic or standard that is to be assessed by the performance task.

Step 2: Identify a question related to the subject-specific content identified that would be of interest to students.

Step 3: Develop a first draft of the task that incorporates the subject-specific topic(s) that have been identified and the thinking and reasoning skill(s) that have been identified.

Step 4: Decide how students will communicate their responses to the task.

Marzano, R. J., Pollock, J. E., & Zeno, B. (in press). Research Into Practice Series: Assessment, Grading, and Record Keeping in the Classroom. Aurora, Colorado: Mid-continent Research for Education and Learning.

Steps in Designing Quizzes and Tests

Step 1: Identify specifically what will be assessed in the quiz or test.

Step 2: Construct items for each topic or skills for which the quiz or test is designed.

Step 3: Arrange items so that it is easy to determine which items address which topics.

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McREL Fall Conference 2000

Assessing the English Language Learner: Facts and Consideration

Resources

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Table 1

Types of unstructured assessment techniques

Writing Samples	When students write anything on specific topics, their products can be scored by using one of the techniques described in Table 3. Other creative writing samples that can be used to assess student progress include newspapers, newsletters, collages, graffiti walls, scripts for a play, and language experience stories.
Homework	Any written work students do alone, either in class or in the home, can be gathered and used to assess student progress. With teacher guidance, students can participate in diagnosing and remediating their own errors. In addition, students' interests, abilities, and efforts can be monitored across time.
Logs or journals	An individual method of writing. Teachers can review on a daily, weekly, or quarterly basis to determine how students are perceiving their learning processes as well as shaping their ideas and strengths for more formal writing which occurs in other activities.
Games	Games can provide students with a challenging method for increasing their skills in various areas such as math, spelling, naming categories of objects/people, and so on.
Debates	Students' oral work can be evaluated informally in debates by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

Brainstorming

This technique can be used successfully with all ages of children to determine what may already be known about a particular topic. Students often feel free to participate because there is no criticism or judgment.

Story retelling

This technique can be used in either oral or written formats. It provides information on a wide range of language-based abilities. Recall is part of retelling, but teachers can use it to determine whether children understood the point of the story and what problems children have in organizing the elements of the story into a coherent whole. This also can be used to share cultural heritage when children are asked to retell a story in class that is part of their family heritage.

Anecdotal

This method can be used by teachers to record behaviors and students' progress. These comments can include behavioral, emotional, and academic information. For instance, "Jaime sat for five minutes before beginning his assignment." These should be written carefully, avoiding judgmental words.

Naturalistic

Related to anecdotal records, this type of observation may take the form of notes written at the end of the day by a teacher. They may record what occurred on the playground, in the classroom, among students, or may just reflect the general classroom atmosphere.

Table 2

Types of structured informal assessments

Checklists

Checklists specify student behaviors or products expected during progression through the curriculum. The items on the checklist may be content area objectives. A checklist is considered to be a type of observational technique. Because observers check only the presence or absence of the behavior or product, checklists generally are reliable and relatively easy to use. Used over time, checklists can document students' rate and degree of accomplishment within the curriculum.

Cloze Tests

Cloze tests are composed of text from which words have been deleted randomly. Students fill in the blanks based on their comprehension of the context of the passage. The procedure is intended to provide a measure of reading comprehension.

Criterion-referenced Tests

Criterion-referenced tests are sometimes included as a type of informal assessment. This type of test is tied directly to instructional objectives, measures progress through the curriculum and can be used for specific instructional planning. In order for the test to reflect a particular curriculum, criterion-referenced tests often are developed locally by teachers or a school district. Student performance is evaluated relative to mastery of the objectives, with a minimum performance level being used to define mastery.

Rating Scales

This is an assessment technique often associated with observation of student work or behaviors. Rather than recording the "presence" or "absence" of a behavior or skill, the observer subjectively rates each item according to some dimension of interest. For example, students might be rated on how proficient they are on different elements of an oral presentation to the class. Each element may be rated on a 1 to 5 scale, with 5 representing the highest level of proficiency.

Questionnaires

A questionnaire is a self-report assessment device on which students can provide information about areas of interest to the teacher. Questionnaire items can be written in a variety of formats and may be forced-choice (response alternatives are provided) or open-ended (students answer questions in their own words). Questionnaires designed to provide alternative assessments of achievement or language proficiency may ask students to report how well they believe they are performing in a particular subject or to indicate areas in which they would like more help from the teacher. One type of questionnaire (which assumes that the student can read in the native language) requests that students check off in the first language the kinds of things they can do in English. For a questionnaire to provide accurate information, students must be able to read the items, have the information to respond to the items, and have the writing skills to respond.

Miscue Analysis

An informal assessment of strategies used by students when reading aloud or retelling a story. Typically, students read a grade-level passage (e.g., 250 words) while a judge follows along with a duplicate copy of the passage. The student may be tape recorded. Each time an error occurs, the judge circles the word or phrase. A description of the actual error can be taken from the tape after the session and analyzed for errors in pronunciation, sentence structure, vocabulary, use of syntax, etc. (see Goodman 1973).

Structured Interviews

Structured interviews are essentially oral interview questionnaires. Used as an alternative assessment of achievement or language proficiency, the interview could be conducted with a student or a group of students to obtain information of interest to a teacher. As with written questionnaires, interview questions could be forced-choice or open-ended. Because the information exchange is entirely oral, it is important to keep interview questions (including response alternatives for forced-choice items) as simple and to-the-point as possible.

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Source: National Clearinghouse for Bilingual

Checklist for English Language Proficiency Test Selection

Rate each item using the following criteria:

5	meets need exceptionally well
4	meets the need
3	some problems but acceptable
2	problems detract form overall utility
1	major problems with the instrument
NA	does not apply to this instrument

Some tests assess all four language modalities (reading, writing, listening, speaking) and some do not. Columns have been provided for each of the language proficiency modalities so that the instrument can be rated for each of these areas if desired. One column is available for an overall rating

topic/item	rating	speaking	listening	reading	writing	comments
The purpose of the test is clear and meets our definition of language proficiency.						
The test administration directions are specific and understandable.						
The test administration guidelines can be used by teachers and teacher assistants.						
The cost of the test is OK.						
The test items seem to assess our definition of language proficiency.						
The test items can be used to help the teacher design appropriate instruction for the individual student.						
The test scores are useful for program placement.						
The test scores can be used for evaluating the program.						
There are multiple forms of the test so that it can be used for Pre/Post testing to evaluate the program.						
The amount of time it takes to administer the test is OK.						

topic/item	rating	speaking	listening	reading	writing	comments
The type of administration format (individual or group) is acceptable.						
The theoretical foundation of the test fits our definition of English language proficiency.						
There is adequate explanation of the theoretical foundation for the test.						
The test offers adequate evidence of reliability.						
The type of reliability evidence provided fits the design of the test.						
The type of validity evidence is adequate.						
The type of validity evidence provided makes sense with regard to the purpose(s) for which the test was designed.						
Major problems with the test, as identified by test critiques, do not compromise the positive elements of the test.						

Source: Del Vecchio A.., & Guerrero, M. (1995). *Handbook of English language proficiency tests.* Southwest Comprehensive Assistance Center, New Mexico Highlands University, Albuquerque, NM.

Individual or Small Group Activity: Assessment of Diverse Learners

Directions: Alone or in your small group if you come from the same school, discuss the methods, material, and/or means that are currently used in your school to assess diverse students. For each assessment area, list the instrument, who assesses, and when. Discuss the relative merit of each instrument. You have 10 minutes to complete this activity.

Assessment Area	Method, Material, or Means of Assessment	Who Assesses? When?
Oral Language Proficiency		
Written Language Proficiency		
Literacy		
Reading Comprehension		
Content Achievement Area ________		
Content Achievement Area ________		
Content Achievement Area ________		
Other: (specify) ________		
Other: (specify) ________		

For the assessment areas that you have identified, what are the potential sources of bias that exist? ________________________________

____

____

____

____

What suggestions do you have for reducing the bias? ________________________________

____

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Individual Activity: SOLOM

Directions: Using the attached SOLOM instrument, assess one student to determine his or her comprehension, fluency, vocabulary, pronunciation, and grammar. Use the Observation of Language Matrix (rubric) to determine the number of points received in each area. Remember, an informal assessment such as the SOLOM provides only one measure of language proficiency. You must use multiple measures to more accurately determine language proficiency.

SOLOM
OBSERVATION OF LANGUAGE MATRIX

Basic Information on the SOLOM

The SOLOM is an informal assessment that utilizes an interview format to observe language production in English and in other languages. Before beginning the interview and observing language using the SOLOM, be sure to establish rapport with the person being interviewed. Make sure s/he is comfortable, that the environment is pleasant and free from distractions, and that the SOLOM forms are handy. Remember that this instrument is subjective and the results should be used along with other instruments of language proficiency.

Testing Conditions

If possible, videotape or audiotape the interviews. It this is not possible, you must write down exactly what the interviewee says. It is important that you do not paraphrase or abbreviate what is being said. Questions and probe examples in English and Spanish are provided on the pages to follow. If needed, similar questions should be prepared for other languages as appropriate. It is not necessary for you to ask all of the questions on these pages, but be sure to ask at least one question from each of the choices in numbers 1-10. You may use similar questions of your choosing to elicit a meaningful language sample. Asking probing/clarifying questions is important to obtain a rich sample.

If the interviewee cannot answer questions from the first three items, discontinue testing and mark the "level 1" box in all columns on the Solom Matrix. If a student answers in a language other than the language of the test, continue the test as long as the interviewee responds appropriately. Rate him/her on the Comprehension section of the test only. Use prompts as appropriate (i.e., *Please answer the question in English*).

Scoring Procedures

Upon completion of the interview, listen to the tapes and transcribe them and your notes as soon as possible. Rate the student's production on a scale of one to five in each of the five categories directly on the SOLOM scoring rubric matrix. After reviewing the tapes and transcripts and assigning the five scores on the matrix form, transfer the scores to the SOLOM results page and sum them to get the total score. Divide the sum by five to get the average score. An average score of three or below indicates that the interviewee's proficiency is limited in that language.

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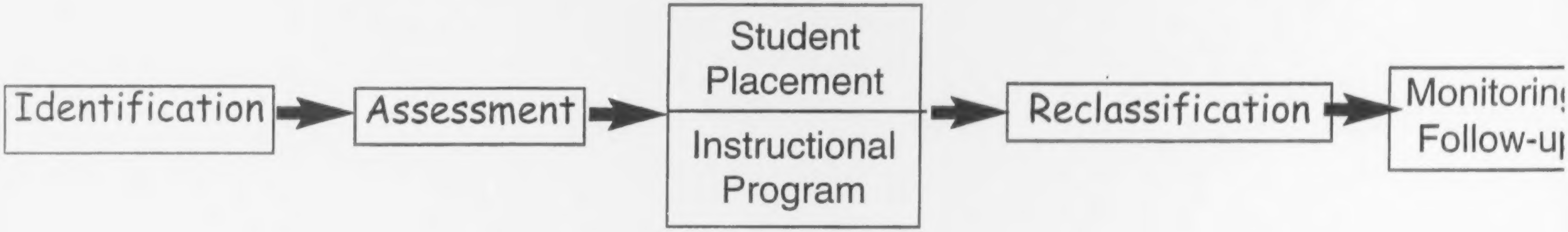
SOLOM - OBSERVATION OF LANGUAGE MATRIX

Student Name______________________ Grade__________ Date__________
Language Observed__________ Observer__________ Signature______________________

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant. Often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasionally lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuses words and very limited vocabulary; comprehensive quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and work order so severe as to make speech virtually unintelligible.	Grammar and work-order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word order approximate that of a native speaker.

Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities.
- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

Essential Elements for Program Planning



Identification

Assessment

Student Placement

Instructional Program

Reclassification

Monitorin

Follow-u

ASSESSMENT TOOLKIT
PROFESSIONAL DEVELOPMENT
TO
BRING POWER
TO THE CLASSROOM

ARLENE MITCHELL

OCTOBER 20, 2000

Toolkit98 Content

Toolkit98 includes two volumes. **Volume One** contains text and professional development training activities organized into four chapters:

Chapter 1: Standards-Based Assessment—Nurturing Learning. In this chapter we begin with current thinking about standards-based instruction and the role of ongoing assessment of student skills and knowledge to inform practice. Then we take a quick survey of what it means to assess well—high quality for all kinds of assessment from the classroom to the boardroom; from multiple-choice to portfolios. Along the way we visit the reasons that changes in assessment are taking place, discuss purposes of assessment, look at the need for clear student learning targets, and provide help with deciding when alternative assessment should be used.

Chapter 2: Integrating Assessment With Instruction. The goal of this chapter is to assist the reader in understanding the various ways that development and use of assessment can affect and enhance instruction. The chapter includes building the vision of how performance assessments can be useful instructional tools if they are designed properly.

⊂ Related *Toolkit98* Chapters and Activities:

Activity Intro.1—*Scavenger Hunt* helps users become familiar with *Toolkit98* format and content.

Chapter 3: Designing High Quality Assessments. What's out there and how good is it? This chapter provides a summary and analysis of current alternative assessment efforts and when to use various designs. No discussion of options would be complete without a look at quality—what do good assessments look like? So this chapter builds on the notions of quality from **Chapter 1**—this time focusing just on alternative assessments. The guidelines for high quality alternative assessments presented in the chapter can be used when developing *or* selecting assessments. Samples from real assessment instruments illustrate the points made.

Chapter 4: Grading and Reporting—A Closer Look. Grading and reporting are two issues that consistently recur in discussions of classroom assessment. This chapter discusses the issues of why, whether, and how we should grade students, and other ways to report student progress besides grades.

Each chapter has several parts:

- A chapter introduction that includes goals for the chapter, an outline of chapter content, and an index of the professional development activities included in the chapter.
- A written section ("Readings") that presents information on the concepts and ideas in the chapter. These can be used as background reading for *you* (the professional developer), or as handouts for training participants.
- Associated professional development activities complete with presenter's outline, handouts, and hard copies of overheads.

Volume Two contains supplemental resource material needed for various training activities. It is packaged separately because the same material may be used for several different activities, and past toolkit users tell us it's easier to have it separate.

Appendix A—*Alternative Assessment Sampler.* **Appendix A** contains material from 48 different assessment projects. Samples cover all grade levels and several content areas—reading, writing, social studies, mathematics and science. All samples have copyright clearance to use in training.

Appendix B—*Student Work Samples.* **Appendix B** has samples of student responses to various performance assessment tasks. Several grade levels and subject areas are represented. All samples have copyright clearance to use in training.

Appendix C—*Articles.* **Appendix C** contains papers and articles about grading and reporting. All papers have copyright clearance to use in training.

Appendix D—*Training Agenda Examples and Evaluation Forms.* **Appendix D** includes sample training agendas that illustrate how various activities in *Toolkit98 could* be sequenced, along with sample *Toolkit98* and training evaluation forms.

Appendix E—*Glossary.* This provides a list of assessment-related words and what they mean.

Toolkit98 Table of Contents

This Table of Contents probably isn't what you expect—it's not a nice list of all major sections with page numbers. Since each section of *Toolkit98* is numbered separately (so that it is easy to add, delete, and move material around without having to renumber the whole thing), this Table of Contents merely provides brief descriptions of chapters, activities, and appendices. The **Introduction** contains information on how to find what you want in *Toolkit98*. There is also a table of contents at the beginning of each chapter.

Introduction: Navigating *Toolkit98*

This chapter covers how to find what you want in *Toolkit98*—tabs, footers, chapter content and numbering, appendices, etc. It also includes *Toolkit98* overview information—target audience, goals, etc.

Activity Intro.1 *Toolkit98 Scavenger Hunt*

Helps users to learn how to find what they want in *Toolkit98*. Time: 30-45 minutes

Activity Intro.2 *Creating an Assessment Vision: Building Our Barn*!

Assists participants to understand how assessment change occurs by having them view the necessary components of change. Time: 1½ to 2 hours

Chapter 1: Standards-Based Assessment—Nurturing Learning

This is the "big picture" chapter—why careful attention to student assessment is crucial and how assessment activities fit into and support other current changes in education. It can also be thought of as the "awareness" chapter—introducing basic concepts, exploring current attitudes, and building a vision of what we want assessment to do for us.

Activity 1.1 *Changing Assessment Practices—What Difference Does it Make for Students?*

This activity stimulates thinking and discussion among teachers, parents, and diverse communities of learners about why assessment practices are changing. It is a good introductory activity. Time: 20-30 minutes

Activity 1.2 *Clear Targets—What Types Are These?*

In this activity, participants consider different types of learning targets for students, having a good mix of targets, and ensuring that learning targets are crystal clear. It is an intermediate level activity. Time: 40-60 minutes

Activity 1.3 *Post-it Notes™*

This activity reviews assessment terminology and serves as a mixer. It uses the glossary in **Appendix E**, and is a good introductory activity. Time: 20 minutes

Activity 1.4 *Seeing Wholes*

This activity emphasizes the connection between assessment, curriculum, and instruction. It is a good introductory activity. Time: 20 minutes

Activity 1.5 *Clapping Hands*

Participants play the part of assessors and assessees to explore both the meaning of quality with respect to alternative assessment and why we all should care about quality. It is designed for educators at an intermediate level of study about assessment. Time: 75 minutes

Activity 1.6 *A Comparison of Multiple-Choice and Alternative Assessment*

Participants compare a multiple-choice test to an alternative assessment that attempts to measure the same skills, and discuss the advantages and disadvantages of each approach. This is an introductory level activity which uses assessment samples in **Appendix A**. Time: 30-60 minutes

Activity 1.7 *Target-Method Match*

This activity introduces assessment methods, and gives participants practice in matching methods to learning targets. It is designed for educators at an intermediate level of study about assessment. Time: 60-90 minutes

Activity 1.8 *Sam's Story: Comprehensive Assessment*

This activity illustrates the need for multiple measures of student achievement. It is an introductory level activity. Time: 45 minutes

Activity 1.9 *Going to School*

Part A of this activity demonstrates the importance of performance criteria; Part B illustrates different types of performance criteria, and Part C discusses the advantages and disadvantages of various types of rubrics. The activity uses assessment samples in **Appendix A**. Part A is an intermediate activity; Parts B & C are advanced. Time: 60 to 90 minutes

Activity 1.10 *Clear Targets and Appropriate methods—The View From the Classroom*

Participants self-evaluate the extent to which their instruction is focused on clear targets and the degree of conscious matching they perform between targets and assessment methods. Self-rating rubrics are provided. This activity is intermediate in difficulty. Time: 30-45 minutes

Activity 1.11 *Assessment Standards*

This activity provides an opportunity for participants to look at assessment standards in various content areas and related examples of assessment questions. It is an intermediate level activity. Time: 90 minutes

Activity 1.12 *Assessment Principles*

Participants examine the beliefs that influence their decisions about student assessment and explore equity issues in assessment. It is an introductory activity. Time: 20 minutes

Chapter 2: Integrating Assessment With Instruction

This chapter considers the ways assessment influences teachers, instruction, and students. Such consideration is essential if we want to build an assessment system based on a clear vision of what we want assessment to accomplish.

Activity 2.1 *Sorting Student Work*

This activity is at an intermediate level of difficulty and involves sorting samples of student work into three stacks representing "strong," "medium," and "weak" responses to a performance task. Participants have the opportunity to describe and discuss the characteristics of work that differentiate these stacks. This is an exercise in developing performance criteria, but it also demonstrates how developing performance criteria can help sharpen understanding of the goals held for students, increase teacher expertise, and assist students with understanding how to produce high quality work. The activity includes a description of the steps for developing performance criteria, using self-reflection letters as a running example. The activity uses samples of student work in **Appendix B**, and sample assessments from **Appendix A.** Time: 75-120 minutes

Activity 2.2 *How Can We Know They're Learning?*

This beginning level activity is an adaptation for parents of **Activity 2.1**. Parents have the opportunity to sort student work and distinguish for themselves the characteristics that make it more or less strong. The activity also helps parents understand changes in assessment and why they are occurring. It uses sample assessments from **Appendix A**. Time: Part A, 75-90 minutes; Part B, 30-40 minutes

Activity 2.3 *Ms. Toliver's Mathematics Class*

In this activity, using a video, a teacher demonstrates how she conducts continuous monitoring of student achievement and implements standards-based assessment. It is designed for educators at an intermediate level in their study of assessment. Time: 1½ to 2½ hours

Activity 2.4 *Is Less More?*

Participants experience an integrated, interactive, standards-based mathematics and science lesson and consider the implications of such a lesson for student assessment. It is designed for educators at an intermediate level in their study of assessment. Time: 2 hours

Activity 2.5 *How Knowledge of Performance Criteria Affect Performance*

This activity illustrates the importance of performance criteria in helping students understand the requirements of an assignment or task, and illustrates what can happen when criteria for judging success are not clearly understood by students. It is designed for educators at an intermediate level in their study of assessment. Time: 30-45 minutes

Chapter 3: Designing High Quality Assessments

While **Chapters 1** and **2** strive to develop overall visions of the role of assessment in instruction and the implications of purpose for how assessments are designed, **Chapter 3** begins the detailed examination of design options and related quality considerations. What do some of the current assessments look like? When should we use various design options? How does assessment purpose relate to design options? What do high quality alternative assessments look like?

Activity 3.1 *Performance Tasks—Keys to Success*

This advanced level activity illustrates the dimensions along which performance tasks differ and discusses the advantages and disadvantages of different approaches. It uses example assessments from **Appendix A**. Time: 60 to 90 minutes

Activity 3.2 *Spectrum of Assessment Activity*

Part A of this activity asks participants to review Bloom's Taxonomy and develop assessment questions and tasks that tap different levels. In Part B, participants review a variety of short, related assessment tasks and rank them according to the type of skills and knowledge each might elicit from students. The goal is to design tasks that really assess desired learning targets. This is an advanced level activity. Time: Part A, 90 minutes to 2 hours; Part B, 90 minutes

Activity 3.3 *Performance Criteria—Keys to Success*

This advanced level activity illustrates the characteristics of sound performance criteria. It uses assessment samples from **Appendix A**. Time: 60-90 minutes

Activity 3.4 *Assessing Learning: The Student's Toolbox*

This intermediate activity illustrates the relationship between different ways to design assessment tasks and the student learning to be assessed. Time: 20-30 minutes (variation takes 45-60 minutes)

Activity 3.5 *Performance Tasks and Criteria: A Mini-Development Activity*

In this advanced level activity, participants discuss how good assessment equals good instruction and the issues in using and designing performance assessments. Participants use assessment samples from **Appendix A**. Time: 2-3 hours

Activity 3.6 *How to Critique an Assessment*

In this advanced level activity, participants practice aligning assessment and instruction and evaluating a performance assessment for quality. Time: 1-2 hours

Activity 3.7 *Chickens and Pigs: Language and Assessment*

This introductory level activity emphasizes the critical role that language plays in effective and equitable assessments. Time: 10-20 minutes

Activity 3.8 *Questions About Culture and Assessment*

This introductory level activity increases awareness of the relationship between culture and assessment by demonstrating how cultural factors can affect student ability to show what they know and can do. Time: 90 minutes

Activity 3.9 *Tagalog Math Problem*

This introductory level activity illustrates how lack of knowledge of a language can affect performance on skills that have nothing to do with language understanding (like math). Time: 20-30 minutes

Chapter 4: Grading and Reporting—A Closer Look

Teachers at all grade levels are currently feeling a certain amount of discomfort about the manner in which (either by choice or by district policy) they have assigned grades. There is a sense that something has to change, but no-one is really sure what needs to change to or even how to productively frame the questions to be addressed. No one currently has *the* answer. However, in this chapter, we provide ideas—current best thinking about the issues that have to be addressed and how others have addressed these issues in redesigning grading and reporting systems.

Activity 4.1 *Weighty Questions*

This advanced level activity helps to illustrate the importance of developing sound grading practices that reflect valued student learning targets. Time: 90 minutes to 2 hours; extension, 60 minutes

Activity 4.2 *Putting Grading and Reporting Questions in Perspective*

This intermediate level activity provides an opportunity for teachers to express their current questions and concerns about grading and relate them to three levels of concerns about grading proposed in a paper by Alfie Kohn in **Appendix C**. Time: 75 to 90 minutes

Activity 4.3 *Grading Jigsaw*

This intermediate level activity raises and promotes discussion about issues surrounding grading. It uses papers on grading and reporting in **Appendix C**. Time: 1 ½ to 2 ¼ hours

Activity 4.4 *Won't Some Things Ever Change?*

In this intermediate level activity, participants compare and critically examine the messages sent by report cards from 1916, 1943, 1965, and 1994. Time: 30-40 minutes.

Activity 4.5 *Report Card Formats*

This advanced level activity provides examples of innovative report card formats and promotes discussion of their relative advantages and disadvantages. Time 40-75 minutes

Activity 4.6 *How To Convert Rubric Scores to Grades*

In this advanced level activity, participants discuss the advantages and disadvantages of four procedures for converting rubric scores to grades. This case study focuses on writing. Time 60-75 minutes

Activity 4.7 *Case of the Killer Question*

This advanced level activity presents the real-life grading dilemmas faced by an alternative high school. The killer question is: "How do we capture and report the learning of our students without compromising the integration, authenticity, student autonomy and self-directed learning that's at the heart of our program?" Time: 1 ½ to 2 ¼ hours

Activity 4.8 *Guidelines for Grading*

This advanced level activity presents eight guidelines for grading taken from current research. Participants consider each guideline in light of the goals they have for grading. Time 1 ½ to 2 hours.

Activity 4.9 *Grading Scenarios*

This advanced level activity presents real-life grading dilemmas for discussion. Time: 90 minutes

Appendix A: Alternative Assessment Sampler

Appendix A contains material from 48 different assessment projects. Samples cover all grade levels and several content areas—reading, writing, social studies, mathematics and science. All samples have copyright clearance to use in training.

Appendix B: Student Work Samples

Appendix B has samples of student responses to various performance assessment tasks. A variety of grade levels and subject areas is represented. All samples have copyright clearance to use in training.

Appendix C: Articles

Appendix C contains several papers and articles about grading and reporting. All papers have copyright clearance to use in training.

Appendix D: Training Agenda Examples and Evaluation Forms

Appendix D provides sample training agendas and vignettes showing how others have used *Toolkit98* activities. **Appendix D** also includes sample *Toolkit98* and training evaluation forms.

Appendix E: *Glossary*

Appendix E provides a list of assessment-related words and what we've agreed they mean.

What We've Learned . . .

Toolkit98 is intended to assist users to design and develop professional development in assessment that engages participants in a practical hands-on fashion. We've learned a lot over the last 20 years about assessment training and promoting change. The list we humbly submit below probably matches up to your experience. We have attempted to design the *Toolkit98* text and professional development activities to reflect this knowledge and experience.

The major thing we've learned is this:

> **If we can't demonstrate how changes in assessment will make teaching and/or student achievement faster, easier, and better, then we should not embark on teacher assessment training. Corollary: If we believe that assessment has power in the classroom, we ought to be ready to demonstrate it.**

And now the rest of the list.

What we've learned . . . about assessment and its role in educational change. . . .

- Assessment, curriculum, and instruction must all be aligned with standards to have maximum impact.
- Connectivity—everything (assessment, instruction, reform, content standards, the change process, etc.) is related to everything else, so sometimes it is difficult to know where best to start when we begin updating educational practice.
- The process of changing educational practice is complex (because of it's interconnectedness), so everyone must merely…
- ....Start somewhere—take "baby steps" toward change.
- Assessment is an excellent place to start because it tugs at issues that seem to be at the heart of current recommended changes in practice. Assessment is where the rubber meets the road, where we really define what we want students to know and be able to do regardless of what we say in our content and performance standards. Assessment is also a direct indicator of student success—and so can command resources.
- It's best to start at the basic level with respect to assessment; few educators have had the opportunity to learn about assessment in a manner that is useful day to day in the classroom.

⊂ Related *Toolkit98* Chapters and Activities:

Activity Intro.2—*Creating an Assessment Vision: Building Our Barn* assists users to place assessment in the context of systemic reform and change.

- Assessments need a purposeful design to promote student success—good assessment involves more than just giving a test or collecting data.
- Assessment is not a glamorous activity; it's hard, yet rewarding, work.
- Assessment terms are used differently in different places. There is no universal agreement on the meaning of terms, so discussions can get confusing. Therefore, no one should claim to use the "right" definitions while everyone else uses the "wrong" definitions.

What we've learned . . . about professional development in assessment . .

- Professional development in assessment needs to be job-embedded and be undertaken with a long term commitment because assessment reform is like any other reform: all steps of the change process apply. Anyone who thinks that changing assessment will be a quick-fix for all educational woes is wrong. Therefore…
- ...One can't change beliefs and attitudes in a single workshop—teachers must go through the process. So…
- ...Professional development in assessment must be conceived of as more than a series of workshops (or worse yet, a single workshop). So…
- ...Training in assessment must be supported at all levels.
- Merely changing assessment will not improve student learning. Teachers need to experience how changes in assessment relate to modifications in day-to-day instruction. So…
- ...Assessments must be designed to impact classroom practices and then teachers must come to their own understandings of what practices to change and how to change them.

What we've learned . . about how adults learn . . .

- Teachers (and, indeed, all adults) learn the same way that students learn. They have a variety of learning styles, need to apply their knowledge to relevant real-life situations, need to practice with feedback, and proceed through a learning curve or developmental continuum.
- The learning process is reiterative—there is always more to learn.
- The learning process must promote understanding. Plans that call for providing teachers with canned materials will not promote meaningful change. Teachers need to know, understand, and embrace suggested changes, not blindly use things they don't understand or deem important.

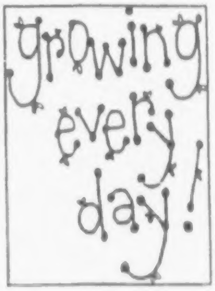
What we are saying is that the steps involved in changing assessment practice are not new. Any type of change is hard, and planning is vital. Schools and districts that are successful over the long term are those that have taken the time to talk, plan, and consider many of the components listed above. In other words, they have a vision for success and a carefully thought out, purposeful plan for achieving it.

Assessment Is About the Exchange of Information

Assessment *is* about:

- Providing direction for next steps in learning
- Exchanging information with students and parents about student achievement & progress
- Describing where students' work is now, on the way toward important learning targets
- Helping students set learning goals and plan next steps toward the targets

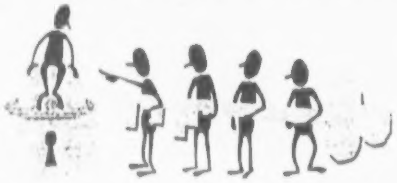
Assessment is *not* about:



- Saying to students, "Bad luck; you got it wrong."
- Punishing students
- Labeling students and limiting their expectations of themselves

Overhead A2.2,O2

Keys to Quality Student Assessment[1]



Good quality assessments at any level:

- **Arise from clear and appropriate student learning targets**. *What* are we, as educators, trying to assess? We must clearly and completely define achievement expectations, and these must reflect the best current understanding of each discipline. We can't assess something if we don't have a crystal clear vision of what it is. But, we can have clear learning targets that aren't enduring or essential. So, we also need *appropriate* student learning targets.

  "Student learning targets" are also called many other things: content standards, benchmarks, learning objectives, outcomes, learning goals, essential academic learning requirements, etc. They all attempt to define clear and appropriate achievement targets for students. In fact, that's what the whole standards-based movement is about. The role of assessment then is to align with these content standards/targets.

- **Serve a focused and appropriate purpose.** *Why* are these targets being assessed? Who will use the results and what will they be used for? Purpose affects how one assesses. But, *focused* doesn't necessarily mean *good*—one can have focused purposes for assessment that are *poor* purposes (such as assessing for the sole purpose of tracking students), so one also needs to make sure that purposes are *appropriate*.

- **Rely on an appropriate method.** *How* will one assess the achievement targets? Will these methods accurately reflect the achievement targets and purposes? When is the best time to use multiple-choice, essay, performance assessments, or portfolios?

- **Sample student achievement appropriately.** *How much* will we collect? Can we be confident that results really reflect what a student knows and can do?

- **Eliminate possible sources of bias and distortion.** *How accurate* is the information obtained? Is there anything in the manner in which an achievement target is assessed that masks the true ability of a student or group of students? Can one be confident that results really reflect what a student knows and can do? Technical terms for the notion of reducing bias and distortion are: reliability, validity, fairness, and equity.

---

[1] Adapted from Regional Educational Laboratories, *Improving Classroom Assessment: A Toolkit for Professional Developers*, 1998, NWREL, 503-275-9500; Rick Stiggins, *Student Centered Classroom Assessment*, Prentice-Hall, 1997, pp. 14-17; and earlier work by Rick Stiggins at NWREL.

© Northwest Regional Educational Laboratory, 1998, Judy Arter, 503-275-9500

Improving Classroom Assessment: A Toolkit for Professional Developers (Toolkit98)

by Judy Arter and the Classroom Assessment Team, Laboratory Network Program

Toolkit98, offered by a Laboratory Network Program, contains a variety of tasks and student samples compiled to help teach teachers how to select and use assessments to measure content standards and benchmarks. The manual explains how to integrate assessment with instruction, design high-quality assessments, and handle grading and reporting. (1998)

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Defending a State Graduation Test: GI Forum vs. TEA

McREL Fall Conference
Denver, Colorado
October 20, 2000
10:00 - 11:30 am

Susan Phillips
Michigan State University

Applied Measurement in Education

Fall 2000 special issue

Defending a High School Graduation Test: The GI Forum v. Texas Education Agency Case

- **Cruse**, K.L. & **Twing**, J.S. *The History of Statewide Achievement Testing in Texas*

- **Smisko**, A., **Twing**, J.S., & **Denny**, P. *The Texas Model for Content and Curricular Validity*

- **Phillips**, S.E. *GI Forum v. TEA: Psychometric Evidence*

- **Mehrens**, W.A. *Defending a State Graduation Test: GI Forum v. TEA*

- **Porter**, R.P. *Accountability is Overdue: Testing the Academic Achievement of Limited-English Proficient (LEP) Students*

- **Schafer**, W.D. *GI Forum v. TEA: Observations for States*

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CSR Research on Implementing Reform Models:

Classroom Snapshots

Helen S. Apthorp, Ravay Snow-Renner and Participants from CSRD Sites

Presentation for the McREL Fall 2000 Conference
October 20, 2000
Denver, Colorado

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CSRD Program

Supports

- Local reform
- Coherent, coordinated schoolwide planning
- Strategies and programs with research-based evidence of effectiveness
- Raising student achievement

CSRD Funded Schools (n = 99)

In Central Region States (6/2000)

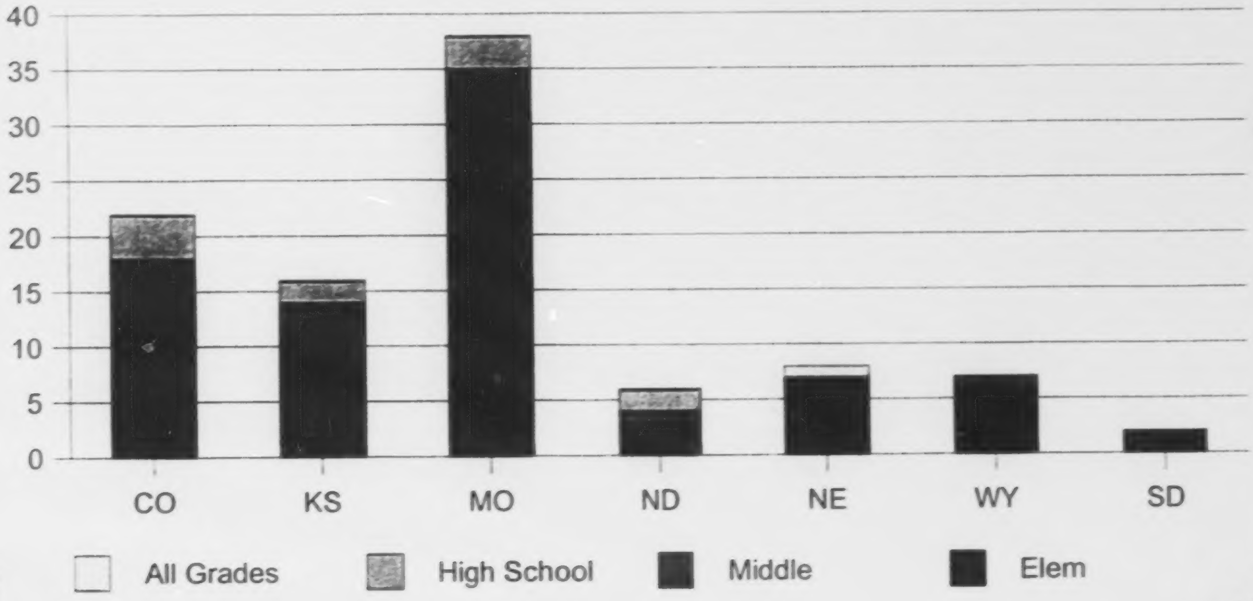

Table 2. Reform Models Selected by CSRD Funded Elementary Schools (1998-1999; Central Region) on a Continuum of Focus from Narrow to Broad (number of schools selecting each model provided in parentheses)

Focus of Reform				
Narrow ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ **Broad**				
Application of...				
Theories of Literacy Learning	**Theories of Literacy and Math Learning**	**Particular Curriculum or Technology**	**A Theory of Learning**	**A Theory of Schooling**
California Early Literacy Learning (2) The Learning Network (4) Literacy Learning Coalition (1) Carbo National Reading Styles (1) Collaborative Literacy Initiative Program and First Steps (1)	Success for All and Roots and Wings (19) HOSTS (1)	Core Knowledge (1) Lightspan (1)	Expeditionary Learning Outward Bound (2) The Instruction and Learning Profile (1) High Scope (1) Microsociety (1) Project Construct (2)	Basic Schools (1) Accelerated School (1) The Child Development Project (1)
9 schools	20 schools	2 schools	7 schools	3 schools
Mean FRL eligible =36%	Mean FRL eligible =54%	Mean FRL eligible = 46.5%	Mean FRL eligible = 64%	Mean FRL eligible = 67.3%
Other, locally developed or multiple models (2 schools) Mean FRL eligible = 55%				

Research Question

What research-based strategies are being implemented in relation to different CSR models?

Description of Schools in McREL's Study of CSR Model Implementation in the Area of Literacy (FY199-2000)

		Literacy Oriented CSR Models					Non-literacy Oriented CSR Models			
Model		Success for All (SFA)			The Learning Network (TLN)	Balanced Literacy	Child Develpmnt Project (CDP)	Lightspan Program	Basic Schools	
School		A	B	C	D	E	F	G	H	L
Yr of CSRD Prog. (99-00)		2	2	1	2	1	2	2	2	1
Yr of Contract w/ Model Developer (99-00)		2	3	2	2	NA	2	2	2	1
Grades		K - 8	PreK - 5	PreK-6	K - 6	K-5	K - 6	K/1 - 5	PreK - 6	PreK-5
Locale		Small Town	Large City	Midsz City	Midsz City	Midsz City (hi mobl)	Midsz City	Large City	Rural (high mobility)	Large City
Title I		yes	yes	yes	no	no	yes	yes	yes	yes
Enrollmt		376	369	228	322	251	334	418	240	389
Ave. Enrllmt		350					345			
FRL	**≤25%**				25%					25%
	26-50%									
	51-75%	54%		55%		51%		57%	71%	
	≥ 76%		78%				80%			
Ave. FRL%		52%					58%			
Student Ethnicity		99% white	Hisp., white, Asian, Black	98% white	80% white, 10% black	74% white 24% Hisp	100% white	White, black & Hisp.	75% white, 18% black	90% white

Strategies

5 Categories of Strategies

- Love of Reading and Reading to Learn
- Word Reading
- Fluency
- Classroom Environment
- Intensifying/Individualizing

Implementation Success Rating

46. Make reading fun and interesting.

A	B	C	D	E
Not Applicable	I use this but not yet Successfully	I use with Some success	I use with Solid Success	I use with Solid success And with diversity Of students

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Implementation Success Rating

49. Book clubs or discussion groups.

A	B	C	D	E
Not Applicable	I use this but not yet Successfully	I use with Some success	I use with Solid Success	I use with Solid success And with diversity Of students

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165 Teachers Completed Survey

Responses consistently clustered around 4 categories of strategies

- Independent Reading and Comprehension
- Word Reading
- Classroom Environment
- Monitoring and Adjusting

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Findings

- For Independent Reading and Comprehension Strategies, SFA schools showed the highest levels of implementation
- SFA teachers used book clubs and discussion groups to a greater extent than teachers at sites using other CSR models

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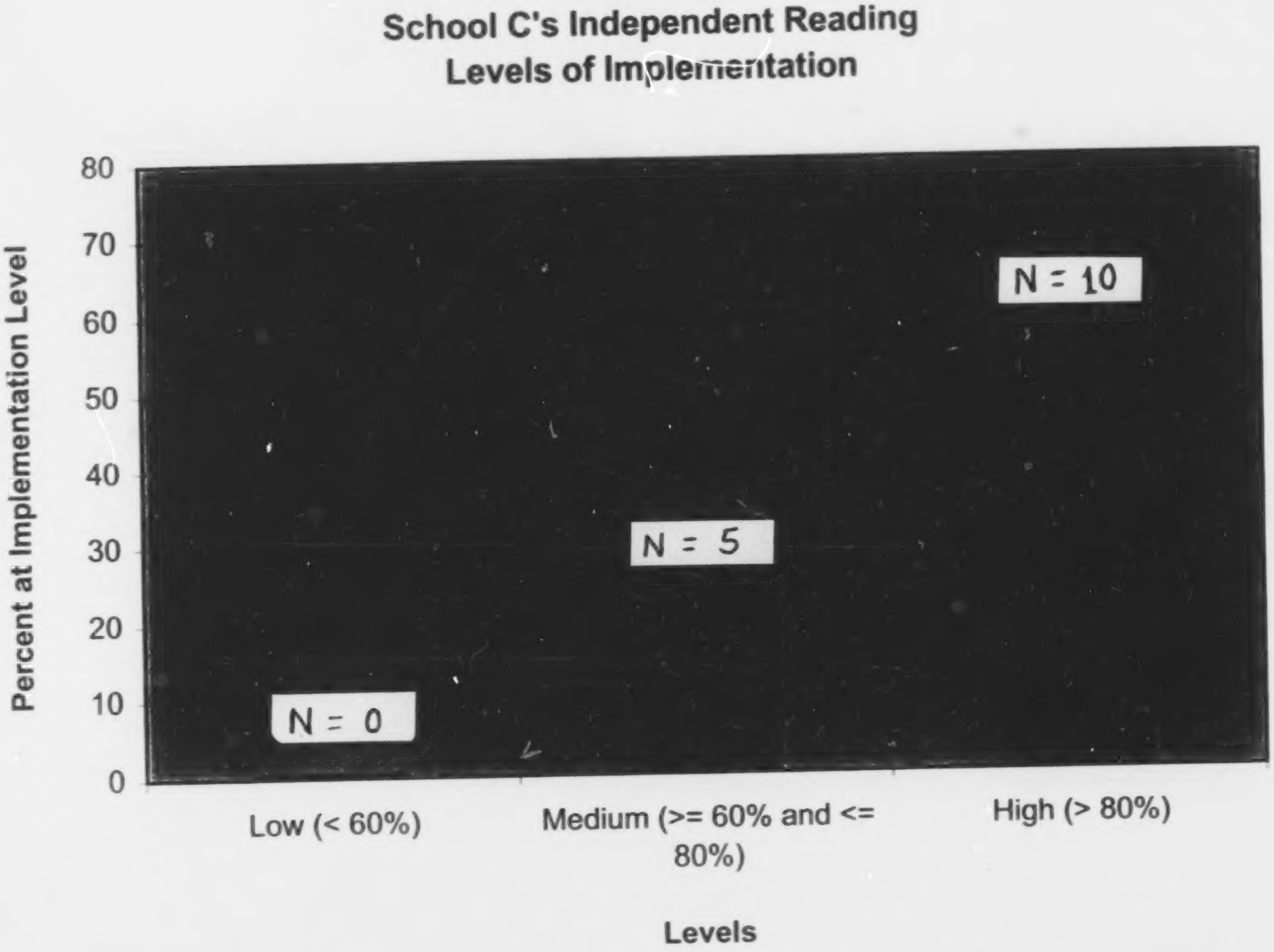
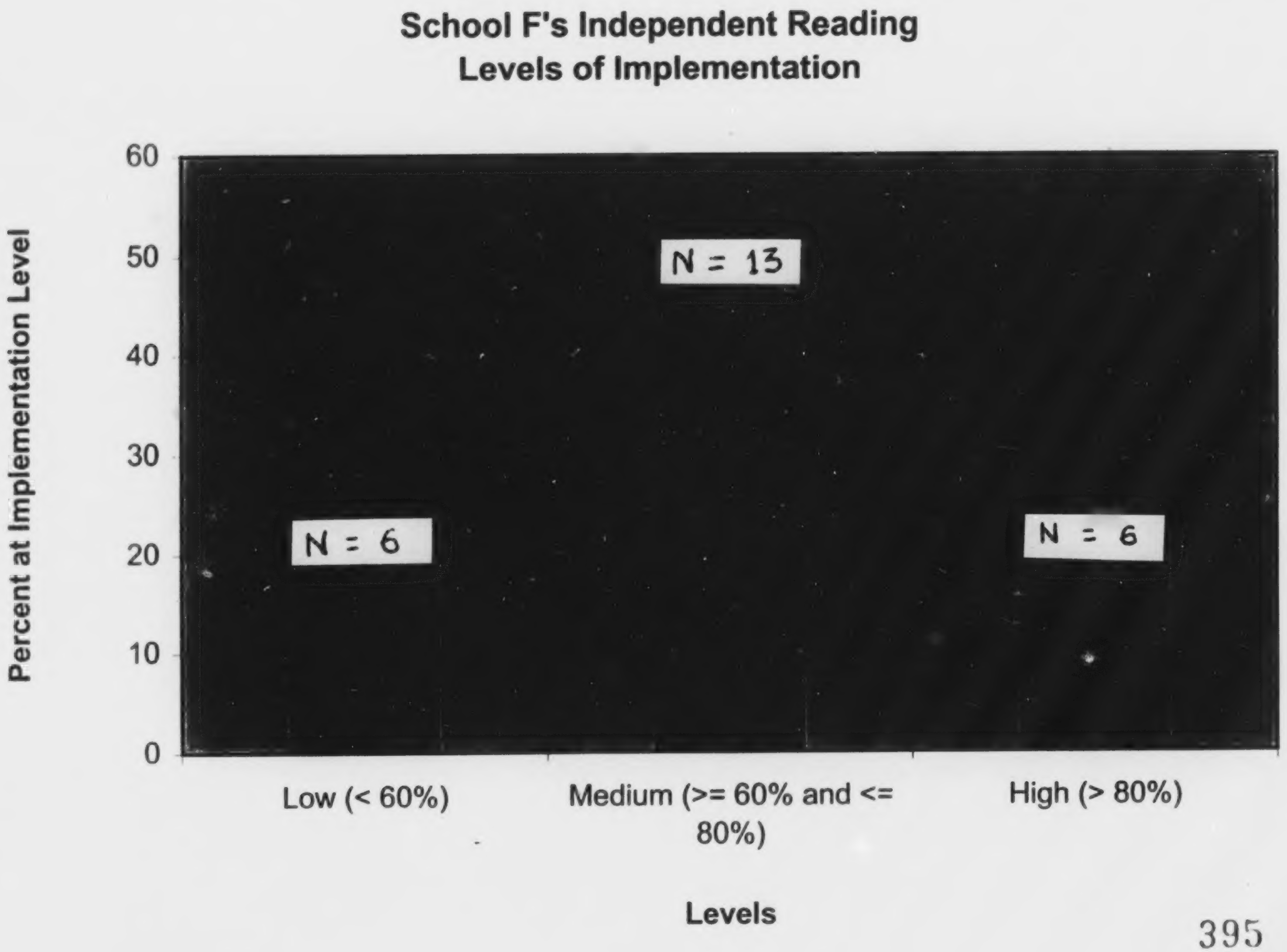
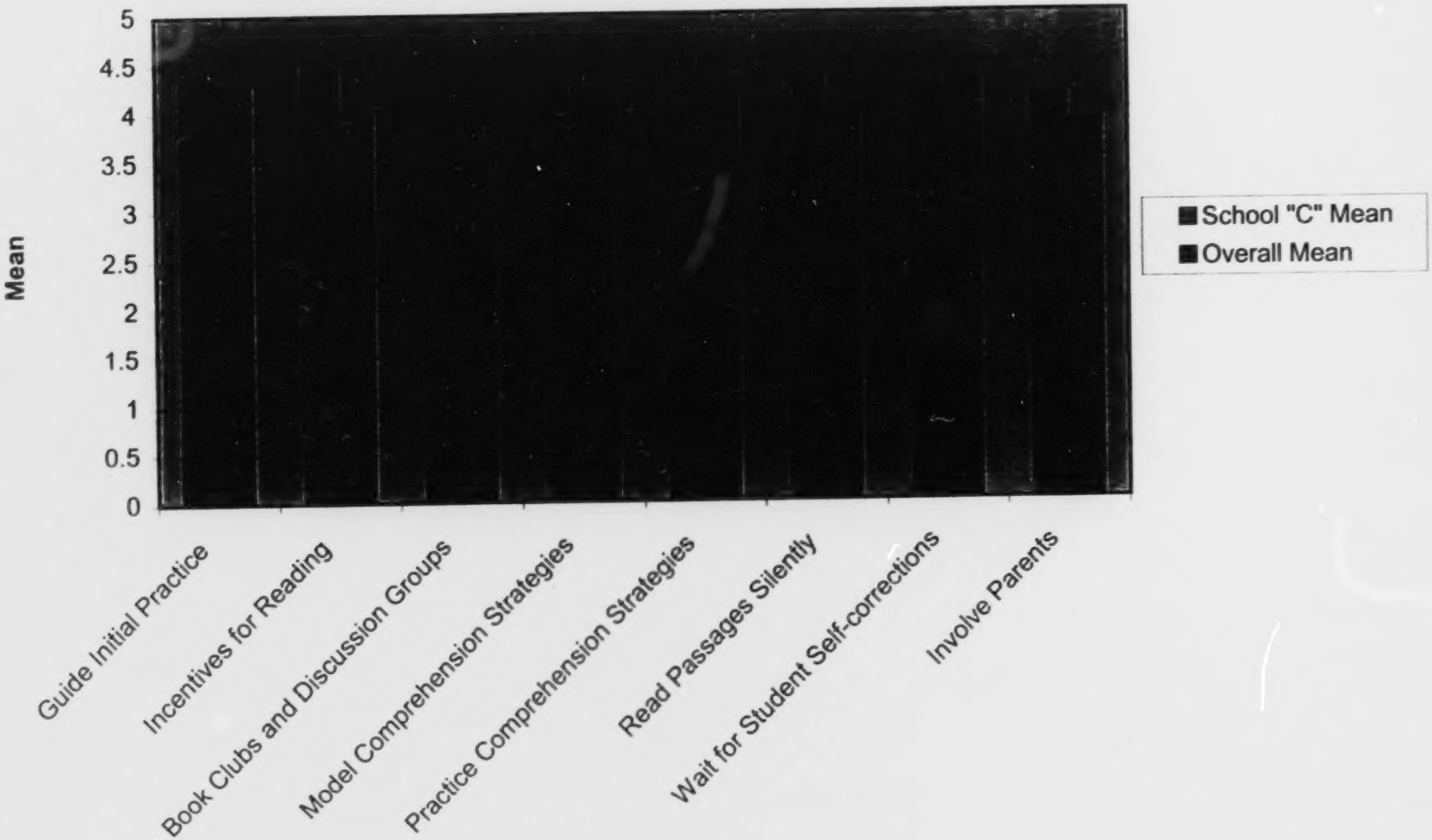
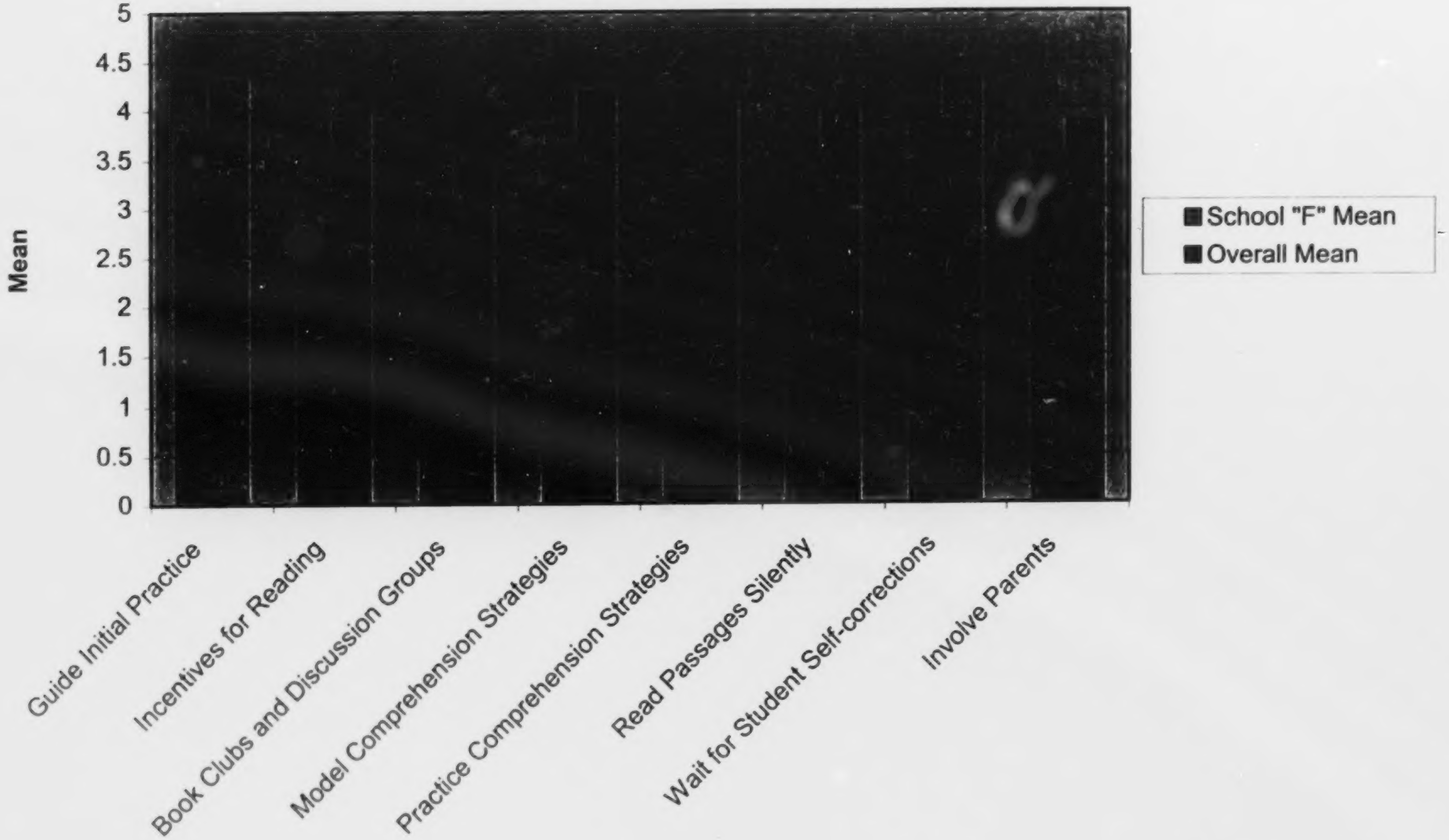

School C's Independent Reading
Levels of Implementation
Percent at Implementation Level
80
70
60
50
40
30
20
10
0
N = 0
N = 5
N = 10
Low (< 60%)
Medium (>= 60% and <= 80%)
High (> 80%)
Levels


School F's Independent Reading Levels of Implementation
Percent at Implementation Level
60
50
40
30
20
10
0
N = 6
N = 13
N = 6
Low (< 60%)
Medium (>= 60% and <= 80%)
High (> 80%)
Levels



School C's Mean Item Scores for the Independent Reading Factor (N=15)

School F's Mean Item Scores for the Independent Reading Factor (N=25)



Comments from Participants

At a SFA school in 2nd year of implementation

2nd grade teacher:

"I'm so proud of my children I just have to interrupt. Look, CJ went up, TW went up, RN went up; BB is reading, he loves reading; he's reading chapter books. He sounded out *investigation* all by himself!"

Comments from Participants

At a TLN school in 2nd year of implementation

1st grade teacher:

"I've learned more this year than any other year."

Comments from Participants

At a SFA school in 2nd year of implementation

Principal:

"The CSRD program fits into our school's improvement process. It all matches, but before it didn't promote buy-in, all felt overwhelmed. This is the first time we've had commitment, energy and time invested to the ideal. Before it was compliance driven, now it is staff driven."

Comments from Participants

At a SFA school in 2nd year of implementation

SFA Facilitator:

"It is not the program, but SFA has done a great job of putting a lot of research into practice. We're moving because we went through a school improvement process. Dictated programs won't work. People closest to the children need to look at the children and find ways to meet their needs."

Data Analysis to Guide K-3 Reading Instruction

McREL 2000 Conference
Denver, Colorado
October 20, 2000

Vicki LaRock, Senior Consultant

Mid-continent Research for Education and Learning (McREL)
2550 S. Parker Road, Suite 500
Aurora, Colorado 80014
Phone: (303) 337-0990
Fax: (303) 337-3005

Data Analysis to Guide K-3 Reading Instruction

Denver, Colorado
October 20, 2000

Agenda

I. Welcome and Overview

II. Data Card Sort

III. Classroom Data Analysis and Instructional Implications

IV. Reflection

Outcomes

Participants will

- Explore how to use outcome, demographic, and process data at the classroom level to make instructional decisions.
- Learn to apply critical questions to the data analysis process.
- Practice data analysis to make instructional decisions for learners, identifying appropriate prevention and/or intervention strategies.
- Identify strategies for putting key learnings into practice.

How Do We Make Sense of These Data?

Before we come to any conclusions or make any decisions, we must ask ourselves...

1. What do we **know** as a result of examining these data?
2. What do we **think** as a result of examining these data?
3. What else do we **want** to know as a result of examining these data?
4. How could these data be organized to promote instructional decision making?
5. How can these data be used to improve individual, small group and whole group instruction?

Developed by the Southern California Comprehensive Assistance Center
Adapted by Region VII Comprehensive Center, College of Continuing Education
University of Oklahoma, and McREL

What Data Can We Get From the Yopp-Singer Test of Phoneme Segmentation?

- Were there any particular items answered correctly by the majority of the students?
- Were there any particular items answered incorrectly by the majority of the students?
- Were there any differences in the performance of subgroups on particular items?
- Were there any differences in the overall performance of subgroups?
- How would we characterize the student's level of phoneme awareness?
- What does this diagnostic tool tell us about the student's level of phonemic awareness?
- What doesn't this diagnostic tool tell us about the student's level of phonemic awareness?
- What additional data would be helpful in understanding the student's level of phonemic awareness?

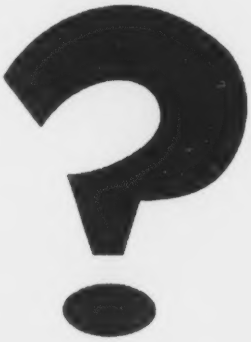
How Can We Use Data From the Yopp-Singer Test to Improve Student Learning?

- What do these data tell about the curriculum, instruction, and assessment up to this point?
- Are there any individual students or groups of students that might be targeted for additional support?
- What changes in the reading program might be indicated by these data?
  - Curriculum
  - Assessment
  - Instruction
  - Materials
- How can we use these data to measure progress over time?
- How could we organize these data to monitor the student's progress over time?
- How can we use these data to promote effective decision making?
- What additional data would we want to collect before we make any changes in the reading program?

Developed by the
Southern California Comprehensive Assistance Center
Adapted by Region VII Comprehensive Center, College of Continuing Education,
University of Oklahoma, 1999.

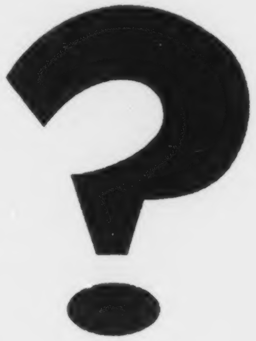
What Data Can I Get from the Developmental Spelling Test and How Can I Use it to Improve Student Learning?

1. Did a majority of the class fall into a certain level?
2. How should the student data be organized?
3. How would we identify each child's developmental spelling level?
4. Were there any particular spelling patterns that caused most students trouble?
5. Were there any particular spelling patterns most students have mastered?
6. Were there any differences in the performance levels of any particular subgroups?
7. Which individual students or groups of students should receive additional support in spelling?
8. What knowledge or skills in spelling should be emphasized for those students who need help?
9. What interventions are indicated for those students?
10. Are there additional data that would be helpful in understanding the students' developmental spelling levels?
11. Are there any instructional implications for whole class instruction that can be gleaned from the data?



How Do I Analyze Student Data from Classroom Assessments for Instructional Decision Making?

1. How might these data be effectively organized?
2. Which students scored high on the assessment?
3. Which students scored low on the assessment?
4. What conclusions can you draw about the students who scored high on this test?
5. What conclusions can you draw about the students who scored low on this test?
6. What conclusions can you draw about the class as a whole?
7. How did the performance of subgroups compare with one another?
8. What did you learn from disaggregating these data?
9. Which items were frequently missed by those with low scores?
10. Which items were frequently missed by the class as a whole?
11. What patterns are evident in frequently missed items?
12. Were there any items that most or all of the students answered correctly?



Developed by the Southern California Comprehensive Assistance Center
Adapted by McREL

How Do I Select Appropriate Interventions for Students in Need of Additional Targeted Instruction?

1. "Who" is in need of additional targeted instruction?

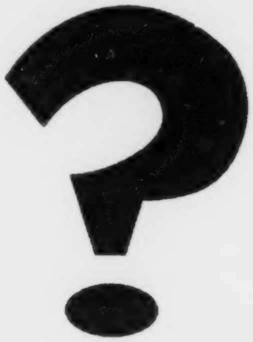
2. "What" should be the focus of additional targeted instruction?

3. What instructional strategies (interventions) are indicated for those students in need of additional targeted instruction?

4. What other process data might I need to change to improve achievement?

5. How will I know if the interventions are working?

6. What do I do if they aren't working?



Developed by the Southern California Comprehensive Assistance Center
Adapted by McREL

What Should We Know About This Assessment Tool?

Before we come to any conclusions or make any decisions based upon an assessment tool, we should ask ourselves...

1. What is the purpose of this assessment tool and how will it help us improve instruction?

2. What are the strengths or benefits of this assessment tool?

3. What are the weaknesses or limitations of this assessment tool?

4. What variables other than the student's knowledge and skills may have affected his/her performance?

5. What variables other than the student's knowledge and skills may have affected our perception of the student's performance?

6. What will we do differently the next time we use this assessment tool?

Developed by the Southern California Comprehensive Assistance Center
Adapted by Region VII Comprehensive Center, College of Continuing Education
University of Oklahoma, 1999.

McREL 2000 Fall Conference

Concurrent Session D2
October 20, 2000: 2:15 pm - 3:15 pm

The McREL School Practices Survey: A First Step in School Reform

Pat Lauer, Senior Researcher

The McREL School Practices Survey is a 45-item self-assessment measure that asks administrators, faculty, staff, and parents to indicate the degree to which various learner-centered practices "should be" versus "actually are" in place in their schools. Mean ratings are compared to indicate differences in respondents' beliefs and perceptions. Participants will learn about the content of the survey, its purposes, and how the results can be used to support school and district reform.

The School Practices Survey: A First Step in School Reform[1]

Patricia A. Lauer
Mid-continent Research for Education and Learning (McREL)

Background and Rationale

The SPS is based on the Learner-Centered Psychological Principles (LCPs) which address the comprehensive needs of learners and which are consistent with the research on teaching and learning [American Psychological Association (APA) & McREL, 1993; APA, 1997]. The SPS was developed as a tool to assess administrators' and other school personnel's perceptions regarding the consistency of their school's or district's policies and practices with these learner-centered principles. Participants in the SPS are asked to indicate the degree to which various practices "should be" versus "actually are" in place in their schools. This dichotomy provides a comparison of respondents' educational values with their perceptions of reality in their schools and districts.

Information provided by the SPS can be a valuable resource for schools and districts that are undergoing educational change since it provides a way to obtain the views of those who work in the system and whose support and commitment will be required for reforms to succeed. When reform goals include supporting the diverse learning needs of both students and teachers, it is important for school and district leaders to gauge the beliefs of those who will be expected to engage in these practices.

The SPS was designed as an instrument with the following purposes:

- To assess beliefs and perceptions about educational values which are based on principles essential to learning.

  In 1993, the APA and the Mid-continent Regional Educational Laboratory (McREL) published a document describing 12 learner-centered psychological principles which are consistent with more than 100 years of research on learning and teaching. The principles are shared and practiced by many excellent schools. Implications of the principles were described for school redesign in the areas of effective instruction, curriculum, assessment, instructional management, teacher education, parent and community involvement, and reform policy. Table 1 indicates the most recent version of the LCPs. It is important to emphasize that the LCPs were developed from the research base on learning and teaching. [For a review of this research see Alexander and Murphy (1998).]

---

[1] Paper presented at the annual meeting of the American Association of School Administrators, San Francisco, March 2000

Table 1
The Learner-Centered Psychological Principles

Cognitive and Metacognitive Factors

Principle 1: Nature of the learning process. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Principle 2: Goals of the learning process. The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.
Principle 3: Construction of knowledge. The successful learner can link new information with existing knowledge in meaningful ways.
Principle 4: Strategic thinking. The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.
Principle 5: Thinking about thinking. Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.
Principle 6: Context of learning. Learning is influenced by environmental factors, including culture, technology, and instructional practices.

Motivational and Affective Factors

Principle 7: Motivational and emotional influences on learning. What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests, and goals, and habits of thinking.
Principle 8: Intrinsic motivation to learn. The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.
Principle 9: Effects of motivation on effort. Acquisition fo complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

Developmental and Social Factors

Principle 10: Developmental influences on learning. As individuals develop, they encounter different opportunities and experiences different constraints for learning. Learning is most effective when differentia development within and across physical, intellectual, emotional, and social domains is taken into account.
Principle 11: Social influences on learning. Learning is influenced by social interactions, interpersonal relations, and communication with others.

Individual Differences Factors

Principle 12: Individual differences in learning. Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.
Principle 13: Learning and diversity. Learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account.
Principle 14: Standards and assessment. Setting appropriately high and challenging standards and assessing the learner and the learning process–including diagnostic, process, and outcome assessment– are integral parts of the learning process.

Note. The content of this table is from *Learner-Centered Psychological Principles: A Framework for School Reform and Redesign* by the American Psychological Association, November 1997. http://www.apa.org/ed/lcp2/lcptext.html

- To measure the culture and climate related to these practices because positive school culture and climate are associated with positive impacts on school functioning.

Deal and Peterson (1999) found that the following school functions are influenced by positive collaborative school cultures: school productivity and effectiveness; collaboration and communication; successful change and improvement; commitment of staff and student; motivation of staff, students, and community members; and a meaningful and shared focus. In explaining the concepts which underlie culture, the authors cited as important elements the beliefs (e.g., about teacher responsibility for student learning) and assumptions (e.g., about certain children's abilities to learn) of school personnel, both of which are assessed by the SPS. In a similar vein, Sashkin and Halberg (1996) suggested that as a first action to improve school culture, school leaders should assess current school culture and behavioral norms, and Conley (1993) wrote that reading culture and listening to the key voices of those present is an important part of managing school culture. Conley also emphasized that "school leaders need to be capable of reading school culture if they hope to manage fundamental change successfully" (p. 4).

- To support collaborative reform since individual beliefs about these efforts affect whether school work groups will commit to achieving the vision of change.

Quellmalz, Shields, and Knapp (1995) cited three key features in successful school-based reforms among the 32 schools which they studied: (1) "challenging learning experiences for all students," (2) "a school culture that nurtured staff collaboration and participation in decision making," and (3) "meaningful opportunities for professional growth" (Sect. II). Stolp and Smith (1995) emphasized the second of these as most critical to the success of school change and noted that appropriate school cultures need to evolve prior to imposed changes in school organization. They stressed that leaders need to be aware of the influences of culture since "people commit their energy only to what they believe in" (p. 15) and a shared vision increases the positive outcomes and effectiveness of work groups. Thus, if school leaders want to adopt changes which incorporate certain practices, assessing teachers' and administrators' beliefs in the values of these practices is an important first step.

- To provide data for school leaders because understanding the gap between where a school hopes to be in educational practices and how it currently operates serves as a catalyst for improvement.

The creation of dissonance has been viewed by experts in educational change as a starting point for reform efforts (e.g., Fullan, 1982), and this has been supported by other researchers. For example, in a recent book on the influence of school climate, Freiberg (1999) stated, "A starting point in the change process is to assess where you are now and where you hope to be in the future and measure the dissonance between the two points" (p. 214). Similarly, Lewis, Schaps and Watson (1995) cited the discussion of what people believe should be occurring in their schools as an important first step in long-range planning for creating challenging and caring schools, and Conley (1993) saw the creation of dissonance as a means for school leaders to press for improvement.

Development of the School Practices Survey

The first step in the generation of survey items was the identification of educational practices consistent with the LCPs. These practices were incorporated into a checklist which was reviewed by McREL staff and consultants who had reviewed or helped write the principles. Based on their input, the checklist was revised and rewritten in a survey format which had been used previously for school-wide questionnaires on school climate (Howard, Howell, & Brainard, 1987) and school excellence (McREL, 1992). This format requires respondents to indicate whether a practice should be occurring in their schools and also whether that same practice is actually occurring in their schools; in other words, the ideal school practice versus the real school practice.

The SPS was pilot tested at a convention of the Colorado Association of School Executives. There were a total of 252 respondents. Sixty percent were principals or assistant principals, 23 percent were superintendents or assistant superintendents, and the remainder were in other central office positions. The type of position held was evenly distributed among the three categories of elementary school, middle through high school, and central administration.

Field testing expanded the range of SPS participants to other states across the nation and to other categories of school personnel. In addition to administrators, there are many other persons involved in the daily operations of schools and districts and who have a direct impact on school practices and students. The perceptions and input of these persons are an important source of information to administrators and school leaders involved in change and reform efforts. Table 2 is a summary of the respondents who were field test participants. Reliability and factor analyses were performed on the field test responses. The resulting survey had 45 items organized into seven categories, as shown in Table 3.

Summary of Pilot and Field Test Results

Together, the pilot and field testing sampled a range of participants from different states, administration sites, and with different work and personal backgrounds. The following are the key findings (see also Table 4 and Figures 1 and 2):

- The 45 survey items on the SPS constitute seven categories of school practices;
- The seven categories of both ideal and real school practices are composed of survey items which are internally consistent and reliable;
- Practitioners on the average view the school practices represented by SPS items as ideal;
- SPS ratings differentiate practices that respondents perceive as ideal in schools from those practices which they perceive as actually occurring in their schools;
- The degree of differences between ideal and real ratings on the SPS varies by category of practice and type of administration site; and,
- Differences in SPS ratings also may vary by participants' position level, gender, ethnicity, and experiential variables such as grade level and years at current school.

Table 2
Field Test Participants in School Practices Survey

	Participant Level					
State	Administrator	Certified Faculty/ Staff	Classified Staff	Board Member	Parent	Total
CA	1	7	3			11
CO	9	58	15		19	101
KY	9	59	1	4		73
LA	7	116			5	128
MD	5	99	13		6	123
NC	1	14	4		8	27
ND	3	19	3			25
SD	6	99	92			197
Total	41	471	131	4	38	685

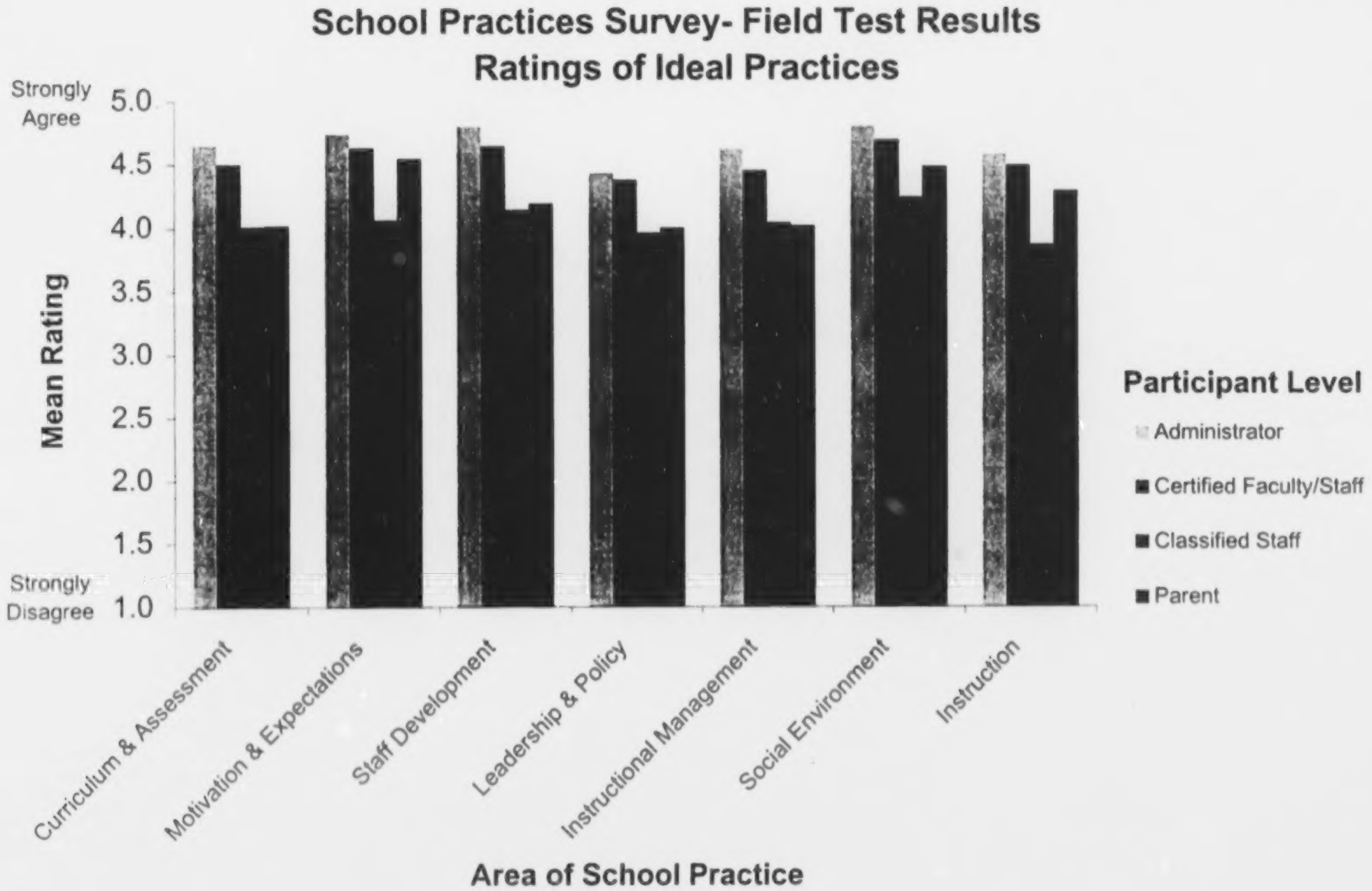
Table 3
Factor Structure of the School Practices Survey

Category	# of items	Item Example
Curriculum and Assessment	11	"Learning activities that include real world tasks."
Motivation and Expectations	7	"Staff who respect and value students as individuals."
Staff Development	7	"Training on how to use curricula in ways that challenge students at different levels of development and ability."
Leadership and Policy	6	"Policies that emphasize the growth of the learner's skills and knowledge, rather than rigidity tying content to age or grade."
Instructional Management	5	"Learning environments that promote the development of learning communities where students and staff are co-learners."
Social Environment	5	"Learning environments that are warm, supportive, and promote a sense of belonging."
Instruction	4	"Instructional practices that provide ways of presenting information (e.g., auditory, visual, and kinesthetic)."

Table 4
Mean Ideal and Real School Practices - Field Test Results

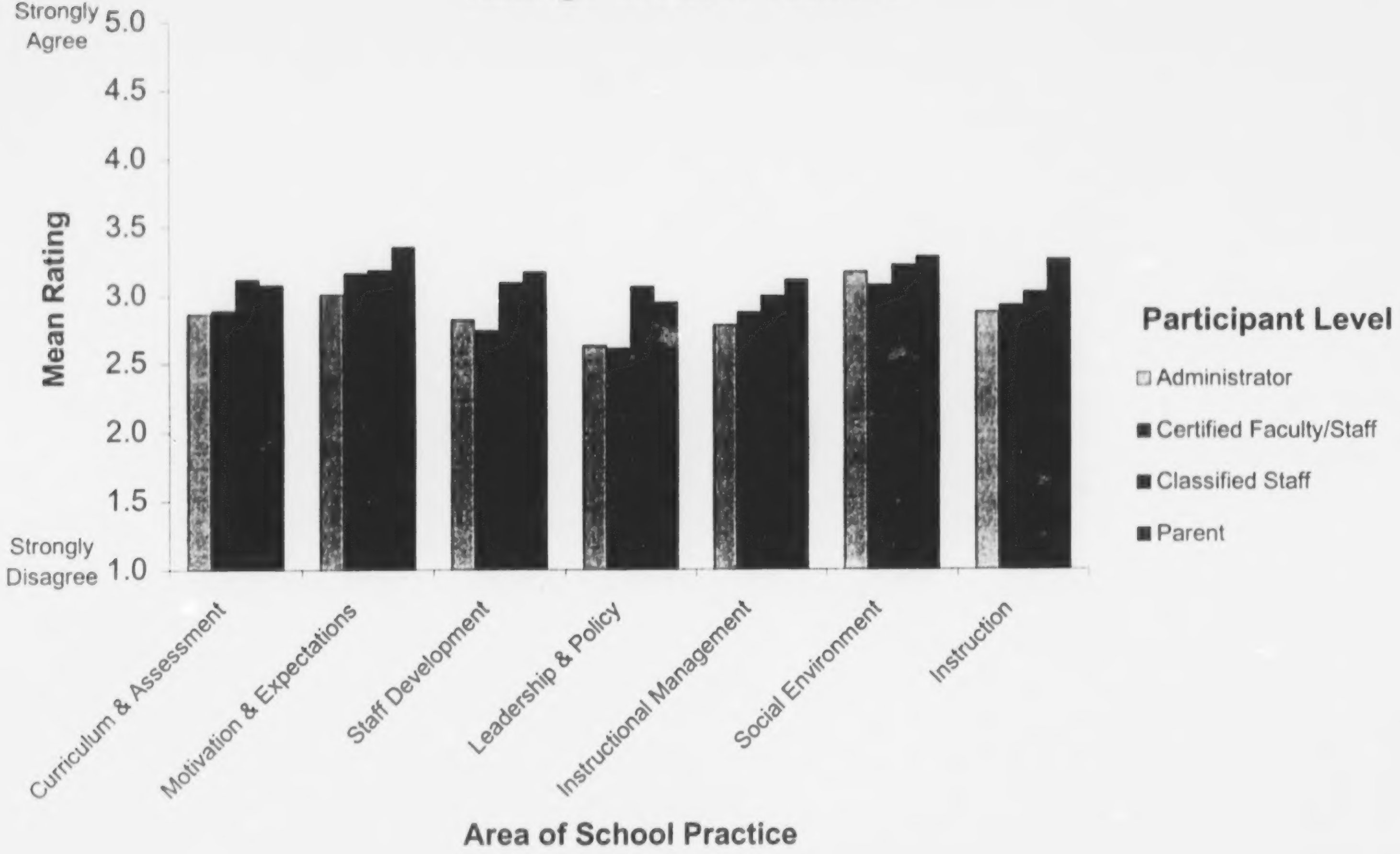
School Practice	Participant Level							
	Administrator (n = 41)		Certified Faculty/Staff (n = 471)		Classified Staff (n = 131)		Parent (n = 38)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Curriculum and Assessment								
Ideal	4.65	.57	4.50	.62	4.01	.96	4.02	.72
Real	2.86	.69	2.89	.73	3.12	.84	3.08	.74
Motivation and Expectations								
Ideal	4.74	.46	4.63	.62	4.06	1.16	4.54	.61
Real	3.01	.69	3.17	.79	3.19	.94	3.36	.62
Staff Development								
Ideal	4.80	.47	4.64	.65	4.14	.96	4.19	.65
Real	2.82	.78	2.74	.85	3.10	.87	3.18	.75
Leadership and Policy								
Ideal	4.43	.69	4.38	.70	3.96	.91	4.00	.69
Real	2.63	.84	2.61	.79	3.07	.85	2.95	.80
Instructional Management								
Ideal	4.62	.60	4.45	.68	4.04	.94	4.02	.73
Real	2.78	.91	2.88	.83	3.00	.95	3.12	.75
Social Environment								
Ideal	4.80	.38	4.69	.61	4.24	1.01	4.48	.64
Real	3.18	.65	3.08	.85	3.23	.92	3.29	.86
Instruction								
Ideal	4.58	.42	4.49	.64	3.87	1.03	4.29	.58
Real	2.88	.66	2.93	.71	3.03	.86	3.27	.76

Figure 1



Note: Rating refers to the degree of agreement that the surveyed practices should exist in schools.

Figure 2



School Practices Survey- Field Test Results
Ratings of Real Practices

Note: Rating refers to the degree of agreement that the surveyed practices currently exist in schools.

Example Administrations of the School Practices Survey[2]

The following are three examples of school or district participation in the field testing of the SPS. The motivation for administering the SPS and the use of the resulting data were different in each case. The examples illustrate the various needs which the SPS can address.

A Midwestern rural school district was engaged in reform to address simultaneously the affective and cognitive learning needs of the students. The major change implemented by the district was the restructuring of classrooms into multiage groupings which were to operate as teams or families. The district formed a design team to conduct research related to the restructuring, and they used the SPS to answer questions about the cohesiveness of district personnel with regard to the planned changes. Since multiage groupings is an approach focused on learners (APA, 1993) which could require support from other learner-centered practices to be effective, the design team wanted to know the extent to which administrators, teachers, and classified staff valued these practices, and the degree to which they perceived that the practices as already occurring. The design team adapted the demographic items on the survey to ask additional questions related to their reform, for example "My level of understanding of the district's overall reform/restructuring plan is: none, low, moderate, high."

According to their overall SPS results, district personnel believed that the surveyed practices should be employed in their district, but administrators' ideals were higher than teachers' ideals. Similarly, the perceptions of real practices varied among the groups of participants and among the categories. The adapted demographic questions yielded information which the design team used to make recommendations for staff development. In a second SPS administration one year later, perceptions of actual learner-practices had increased. The design team and district leaders used the array of findings from both SPS administrations to help them understand district views regarding the restructuring underway and to plan additional staff development.

An elementary school administrator in a small Southwestern town was applying for a grant to support school changes which incorporated the LCPs. The school used the SPS to examine the views of faculty, staff, and involved parents regarding the value of and the current need for such an approach in the school. The SPS results indicated a general support and need for such a change, although there were differences between parents and staff in the amount of agreement across the seven categories. For example, parents indicated higher ideal ratings in the student Motivation category than did teachers. Based on the discrepancies between ideal and real perceptions, the overall areas most indicated for improvement were staff development and leadership and policy. Although the school did not obtain the grant, they did proceed with adopting a learner-centered framework as the basis of their strategic improvement plan.

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[2] Current plans are for a *SPS User Guide for Practitioners* to be available in November 2000. This manual will contain the SPS instrument, guidelines for planning and implementation, instructions for data analysis, and a diskette with *SPSS* and *EXCEL* spreadsheets.

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A high school located in a rural setting in a Southern state had begun a program of professional development in which some of the ninth-grade teachers were studying the LCPs. The lead teacher in this effort administered the SPS to school administrators, teachers, and board members to determine the extent of their awareness regarding learner-centered practices. Upon analyzing particular items on the survey, it was found that the differences between ideal and real ratings of practices were most apparent between administrators and board members, to the degree that item analyses were performed to clarify the source of their differences.

The above examples illustrate applications that incorporate the reasons for developing the SPS that were summarized earlier: to measure beliefs and perceptions about educational practices that are based on principles important for learning, to measure the related school culture and climate, to support collaborative reform efforts, and to provide data for school leaders about the gap between where their school hopes to be and how it currently operates. The examples also demonstrate the various school contexts in which the SPS can be used and the types of adaptations that are possible.

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Turning Around Low-Performing Schools

McREL Fall Conference

Gail Clark, Senior Consultant

October 20, 2000

Turning Around Low-Performing Schools
September 2000

Recent efforts to raise standards and to increase accountability in education while investing more resources have led to progress in math and reading achievement. Thousands of schools across the country, however, need additional assistance to improve the achievement of all students. The U.S. Department of Education has launched an initiative to mobilize Department resources to assist states and districts as they work to turn around low-performing schools.

Low-performing schools are a critical concern in American education. Over ten thousand schools nationwide have been identified as not making continuous and sustained academic progress toward meeting state standards. These schools tend to have high percentages of minority and high-poverty students and are frequently located in urban and rural areas.

On May 3, 2000, the President issued an Executive Order on *Actions to Improve Low-Performing Schools*. The order, which is the catalyst for this initiative, directs the Department to use its resources to assist states and districts in turning around low-performing schools. In addition to providing targeted support to states and districts as they develop comprehensive strategies, the Department will publish an annual progress report and will strengthen monitoring of requirements for identifying and turning around low-performing schools.

- *Mission*
  The mission of this initiative is to increase student achievement in low-performing schools. By mobilizing the Department's resources to support states, local school districts and individual schools, the initiative seeks to improve the quality of school leadership and the teaching force, implement coordinated, research-based reforms, and make more effective use of local, state and federal resources in these schools.

- *Goals*
  To assist state and local education agencies, the Department will take the following steps:

  - Support State Education Agencies and Local Education Agencies in the development of comprehensive action plans to turn around low-performing schools using effective strategies.
  - Summarize, synthesize and disseminate the knowledge base surrounding best practices and research on effective strategies for turning around low-performing schools.
  - Build partnerships between states and between states and technical assistance providers, foundations and other organizations.
  - Improve the use of and access to resources, particularly federal resources, such as Title I, the Comprehensive School Reform Demonstration Program, the Reading

Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, the 21st Century Community Learning Centers Program, the Technology Literacy Challenge Fund and Gear-Up.
- Improve accountability systems
- Increase national awareness of the low-performing schools initiative and provide information for policymakers and others.

- *Major Activities*

  Through this initiative, the Department will coordinate the many activities that already support low-performing schools with new activities that focus federal resources on this issue. New activities include:

  - Summer Institute – The initiative was launched with a Summer Institute on *Strategies for Turning Around Low-Performing Schools*. Over 400 participants came in state teams to specifically focus on strategies for low-performing schools and to work on state action plans.
  - Network of States – A small group of states will create a learning community focused on turning around low-performing schools. States in the network will be able to share resources and expertise with each other and also receive support from technical assistance providers.
  - Regional Forums – Three regional conferences will be held to provide access to resources on turning around low-performing schools to a broad range of participants.
  - Integrated Reviews – The integrated reviews that the Department uses to monitor state implementation of federal programs will focus on turning around low-performing schools
  - Presentations at national conferences, workshops and symposia

For more information –

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THE WHITE HOUSE

Office of the Press Secretary
(Davenport, Iowa)

For Immediate Release May 3, 2000

EXECUTIVE ORDER 13153

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ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965 (ESEA), the Department of Education Appropriations Act, 2000 (as contained in Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

Section 1. Policy. Since 1993, this Administration has sought to raise standards for students and to increase accountability in public education while investing more resources in elementary and secondary schools. While much has been accomplished -- there has been progress in math and reading achievement, particularly for low-achieving students and students in our highest poverty schools -- much more can be done, especially for low-performing schools.

Sec. 2. Technical Assistance and Capacity Building. (a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

(1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;

(2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including

strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources;

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

(7) providing States and LEAs with information on effective approaches to school accountability, including the effec-tiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

(9) exploring the use of well-trained tutors to raise student achievement through initiatives such as "America Reads," "America Counts," and other work-study opportunities to help low-performing schools;

(10) using a full range of strategies for disseminating information about effective practices, including interactive electronic communications;

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low-performing schools; and

(12) taking other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

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Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall:

(a) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; 3

(b) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and

(c) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to:

(a) ensure that States and LEAs comply with ESEA requirements;

(b) assist States and LEAs in implementing effective procedures and strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and

(c) assist States, LEAs, and schools in making the most effective use of available Federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentali-ties, its officers or employees, or any other person.

WILLIAM J. CLINTON

THE WHITE HOUSE,
May 3, 2000.

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Points for Discussion

- Development & implementation of School Improvement Plans
- Conducting professional development
- Strengthening curriculum
- Enhancing parental involvement

Resources for Low-Performing Schools from Ed Programs

- Comprehensive School Reform Demonstration Program
- Reading Excellence Act
- Eisenhower Professional Development Program
- Class Size Reduction Program
- 21st Century Community Learning Centers Program
- Title I Funds

Concurrent Session: D7

Learning from Assessment: Aligning Assessment to Standards

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Ordering Information:

http://www.wested.org/wested/pubs/catalog/01assessment.shtml

Learning from Assessment: Tools for Examining Assessment Through Standards
Tania J. Madfes & Ann Muench
WestEd & National Council of Teachers of Mathematics, 1999

This comprehensive training package for middle-school mathematics staff developers provides a collegial process for clarifying the meaning of standards, evaluating assessments in terms of their alignment to standards, and planning student learning experiences that reflect standards-based teaching practices. The binder includes scripts for professional development sessions; blackline masters for handouts and transparencies; extension ideas; planning guides; assessment items from the Third International Math and Science Study and the National Assessment of Educational Progress; and a related PBS Mathline® video. For more information, visit http://www.wested.org/lfa/

196 pages Price: $31 ($25 plus $6 shipping and handling [S&H]; omit $2.50 S&H on product order form) Order #: LFA-99-01

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MODULE *One*

Aligning Assessment to Standards

OVERVIEW OF MODULE 1

SUMMARY	In Module 1, participants analyze the mathematical content of an assessment item to identify which standard(s) it addresses. After modifying the item to better align it with selected standard(s), they identify student knowledge and learning experiences necessary for success on such assessments.

PURPOSE

As a result of engaging in Module 1, participants will:

- become familiar with a given set of standards;
- discuss interpretations of those standards;
- develop a "critical eye" for selecting or developing assessment items; and
- learn how to align assessment to standards.

TIME REQUIRED

Approximately 2+ hours

SPECIAL NOTES

- This session requires a set of mathematics curriculum standards for middle school. Black line masters of the 1989 National Council of Teachers of Mathematics *Curriculum and Evaluation Standards for School Mathematics* (grades 5–8) are included for this purpose.
- To customize this module, use your own district or state Standards.
- For Extension and Expansion ideas see the Facilitator Support section.

McREL Staff

Helen S. Apthorp (hapthorp@mcrel.org) has a Ph.D. in Special Education from the University of Connecticut. She has over 20 years of experience in research and teaching in public, private and higher education. She has conducted research and evaluation, published articles, and given presentations in the areas of early literacy, learning disabilities, and state-wide educational initiatives. Her research was conducted in Nepal, New York City, Connecticut and the northern plains states. Currently, she is a Senior Researcher at McREL where she works in the area of curriculum, learning and assessment. Apthorp's research at McREL has focused on beginning reading instruction and factors critical to the successful implementation of Comprehensive School Reform.

Zoe Barley joined McREL in February 1999 as Senior Director of Evaluation. Her Ph.D. is from CU-Boulder and she is a long time Colorado resident, although for the last ten years she has worked at Western Michigan University (MI). At Western she developed and directed an evaluation unit that conducted several large national evaluations among its portfolio as well as working with intermediate educational agencies and local schools in assisting them to use evaluation methods to improve their work. Special areas of concentration include systemic change and use of strategic planning, program logic modeling, and evaluation methods to support educators in improving their work.

Jana Caldwell joined McREL as the Director of Communications in 1997. Her responsibilities include contract publications, internal and external communications, strategic planning, marketing, government and media relations, and special events. She holds a masters degree in Psychology, Counseling and Guidance from the University of Northern Colorado, and a bachelors in English Education from Colorado State University. Jana began her career as a high school language arts instructor before moving on to the private sector in the field of public relations. She came to McREL from Weld County School District 6 (Greeley, CO) where she served for seven years as coordinator of Communications Services. She is a member of the Colorado and National School Public Relations Association, the Public Relations Society of America and the Education Writers Association.

Gail Clark, Senior Consultant and Program Coordinator for Comprehensive School Reform Demonstration Program at McREL, holds degrees in Educational Administration, Sociology, and Social Work Administration. Clark has twenty-five years of educational experience, which includes work with the Kentucky Department of Education as a Distinguished Educator, Site Based Management Consultant, and Kentucky Leadership Academy Trainer. Her work with the Fayette County Public Schools, Lexington, Kentucky, includes positions as a school administrator, guidance specialist, social worker, and teacher.

Clark has speaking experience at local, regional, state and national conferences, as well as having conducted professional development training on the following topics: *School Transformation Planning, Effective Meetings and Facilitation Skills, Conflict Mediation, Curriculum and Instructional Strategies, Consolidated Planning for School Improvement, Middle School Philosophy, and School Based Decision Making.*

Elaine DeBassige D'Amato, a Senior Program Associate at McREL, has served as the Native American Initiative liaison for two years. She works in the areas of equity in mathematics and science, and culturally relevant curriculum and instructional practices. Her work includes a teacher development project with the American Indian Society of Engineering and Science (AISES) to focus on the development of practices and curriculum relevant to Native American students.

Ceri Dean is Principal Consultant for the Field Services Team at McREL. Currently she consults with state and local education agencies on their standards-based school improvement efforts and develops and conducts workshops on standards, assessment, data-driven decision making, effective professional development, and other issues related to comprehensive school reform. She is a member of McREL's development team for the Research into Practice series on standards implementation and instructional strategies. Ceri also serves on the design team for the U.S. Department of Education's National Award Program for Model Professional Development and the National Award Program for Model Teacher Preparation.

Prior to her work with the Field Services Team, Ceri worked with the Eisenhower High Plains Consortium for Mathematics and Science at McREL. Her projects with the Consortium included several on action research and collaborative partnerships. She is a former high school mathematics teacher, curriculum developer and editorial consultant. Ceri holds a B.S. in Mathematics Education from the State University of New York at Albany, an M.S. in Atmospheric Science from Colorado State University, and a Ph.D. in Curriculum and Instruction from the University of Connecticut.

Judy Florian is a Senior Research Associate at McREL.

Vicki LaRock is a Senior Consultant at McREL and serves as the state liaison to Missouri. Her special interests include literacy issues and improving educational opportunities for at-risk children. Vicki designs and delivers professional development training in the area of reading. She is a member of the development team for McREL's Research into Practice Series module: Enhancing Reading Development. Vicki works with the Region VII and IX Comprehensive Centers to provide Reading Success Network training. She also represents McREL on the Central Region's Improving America's Schools conference planning committee.

Vicki came to McREL after ten years as a Title I Program Director at the Nebraska Department of Education. Prior to her educational experiences at the state level, she was a Chapter l/Title I reading teacher, primarily in middle and junior high schools. She has an M.Ed. degree in Curriculum and Instruction from the University of Nebraska at Lincoln, with an emphasis in reading.

Patricia A. Lauer has a Ph.D. in experimental and developmental psychology from the University of Colorado. She has over 16 years of experience in teaching and research in higher education where she has conducted research, published articles, and given presentations in the fields of human learning, adult developmental psychology, and cross-cultural social psychology. Currently, she is a Senior Researcher at McREL where she has worked four years in the area of human motivation and development. Lauer's research has focused on learner-centered practices in classrooms, schools, district and teacher preparation programs. She also has been involved in McREL's collaborative research partnerships. She has given presentations on the learner-centered educational framework to local, regional, and national audiences of educators.

Brian McNulty is the Vice President of Field Services at McREL.

Robert J. Marzano is Senior Fellow at McREL. He headed a team of authors to develop *Dimensions of Learning*, published by the Association of Supervision and Curriculum Development (ASCD), and is also senior author of *Tactics for Thinking*, and *Literacy Plus: An Integrated Approach to Teaching Reading, Writing, Vocabulary, and Reasoning*. He has developed programs and practices used in K-12 classrooms that translate current research and theory in cognition into instructional methods.

Marzano received his B.A. in English from Iona College in New York, a M.Ed. in Reading/Language Arts from Seattle University, Seattle, WA, and his Ph.D. in Curriculum and Instruction from the University of Washington, Seattle. Prior to his work with McREL, Marzano was an Associate Professor at the University of Colorado at Denver, a high school English teacher and Department Chair.

An internationally known trainer in thinking skills and literacy, Marzano has authored 14 books and over 100 articles and chapters in books on such topics as reading and writing instruction, thinking skills, school effectiveness, assessment, record keeping, and standards-based instruction.

Arlene Mitchell (amitchel@mcrel.org), Senior Consultant at McREL, is a mathematics facilitator and the liaison to Colorado and the Denver urban site. She also works in the areas of standards and assessment alignment, professional development, and curricular and instructional support. Arlene is a licensed secondary mathematics teacher. In addition to being a classroom teacher for 24 years, she has been a Teacher on Special Assignment (TOSA) and has provided numerous presentations and training on the use of manipulatives and hand-held technologies, demonstrating the alignment with NCTM Standards on curriculum, instruction and assessments.

Jane E. Pollock, Principal Consultant at McREL, is an internationally known trainer and researcher in the areas of standards, thinking skills, assessment instruction and curriculum development. She has worked as a classroom teacher, district administrator, university professor, state department staff development coordinator, and K-12 curriculum coordinator. Dr. Pollock consults regularly with districts to develop district curriculums that align with state and national standards. She assists teachers in designing performance assessments, aligning external measures to local documents, and developing units and lessons at the classroom level. She has conducted workshops in the United States, Australia, Canada, Central America and South America, Both in English and Spanish. She is co-author of *the Dimensions of Learning, Dimensions of Learning, Trainer's Manual, Research into Practice Series: Assessment, Grading and Record Keeping, Research into Practice Series: Effective Classroom Instruction*, and *Classroom Instruction that Works*. Dr. Pollock earned her B.A. from Duke University and her M.A. and Ph.D. from the University of Colorado at Boulder.

Peg Portscheller is the Director of Policy Initiatives for McREL. She is responsible for assisting in the development of the organization's public policy program to include establishing and maintaining positive relationships with federal, state and local legislators and their staff, governors' offices, state boards of education, national educational associations, and other public policy audiences. Peg comes to McREL from Leadville, CO, where she was the Superintendent of Schools, for Lake County School District R-1. She is on the Board of Directors of the Colorado Association of School Executives, and is the Past President of Colorado Association for Supervision and Curriculum. She has 30 years of experience in the field of Education.

John Ristvey, one of the newest members of the Math/Science team, started work at McREL and the Eisenhower High Plains Consortium for Mathematics and Science (McREL HPC) in June, 1999. He has been a science educator for ten years at high school and middle school grades in Pennsylvania and Texas. He was a curriculum field tester for NASA Johnson Space Center (Exploring Meteorite Mysteries) and Lawrence Hall of Science's Great Explorations in Math and Science (GEMS) program (Aquatics Habitats). He has produced curricula for Partners in Space, Houston, TX (Exploring Mars), StarLab portable Planetarium systems (Earth Cylinder Teachers Guide), and the Johnson Space Center (Getting Your Hands Dirty, Exploring Mars Simulant – forthcoming). He has made presentations and conducted teacher workshops for Exxon, VWR Sargent Welch, Clear Creek ISD, Texas Region IV Education Service Center, and NASA-JSC. His experience in informal education includes conducting various after-school programs for the Seabrook, TX, Science Magnet Program, and manning a booth at the 1998 JSC Open House.

Nilda Garcia Simms is a Senior Consultant with McREL. With twenty years experience in the area of Bilingual Education and working with culturally and linguistically diverse populations, Simms has worked at the local, regional, state, national, and international levels. Her experience as a bilingual/ESL teacher, principal, program administrator, SEA compliance reviewer, and national consultant contribute to her extensive background in diversity issues, bilingual education program design, LEP student assessment, and staff development design and training. She holds a Master's Degree in Bilingual Education and a Bachelor's Degree in Secondary Education from Grand Valley State University.

J. Timothy Waters is the President and Executive Director of McREL. He joined McREL in 1993 following 23 years of service in public schools. As a superintendent, assistant superintendent, high school principal, assistant principal, and teacher, Dr. Waters established a reputation as an innovator and leader of educational improvement and reform. During his tenure at McREL, Dr. Waters has served on the Board of Directors of the Council of Educational Development and Research and as chairman of the Board of the National Education Knowledge Industry Association. In 1993 he was appointed by Governor Romer to serve on the Colorado Commission on Higher Education as a representative of the 4th Congressional District. He was re-appointed in 1998 to a second term to an at-large position, representing all of Colorado.

Dr. Waters has a B.A. from the University of Denver, and an M.A. and Ed.D. from Arizona State University. He has been recognized as a Distinguished Educator by the Kettering Foundation and is recipient of the Equity Excellence awards presented by the Colorado Institute for Gender Equity. Tim Waters has dedicated his life and career to changing the design of our public schools to ensure that all children acquire the knowledge and skills they will need to succeed in the next millennium.

Concurrent Session Presenters

Tonya Aultman-Bettridge is Project Director for the Center for Study and Prevention of Violence, University of Colorado at Boulder.

Terry O. Albers is Executive Director of the Oglala Lakota Tribe/Oglala Lakota College Welfare to Work Program on the Pine Ridge Indian Reservation in South Dakota. With 30 years in the educational field, he is a nationally recognized educational leadership and school board consultant. Albers served three years as the chief educational facilitator for the Shannon County School District in South Dakota where a three-year waiver was granted to the district to bring about major school reform. At the beginning of this reform effort, a research and development alliance was formed with McREL to focus on innovations specific to "learner-centered principles and practices." From this experience, he is co-authoring a book about change efforts in the poorest county in the nation.

Joyce F. Bales is the current Interim Superintendent of Pueblo (CO) School District No. 60 as well as vice-president of The University of Southern Colorado. Her leadership skills in education reform have resulted in improved student achievement and professional development. For the first time in Pueblo School District No. 60, students enrolled in several Title I supported schools achieved dramatic results in reading and mathematics that were at or above the student achievement in non-Title I schools. First, she restructured the focus of Title I to use student assessment data for professional development and to place qualified certified teachers in every classroom. Secondly, she implemented a district longitudinal assessment model that measures student academic growth and teacher effectiveness. Prior to coming to Colorado in 1994, Joyce served for 27 years in various educational positions in Greenville, Tennessee.

Ellen Bartlett is the Assistant Superintendent of Human Resources and North Area Schools for Douglas County School District Re.1(CO). She has been involved in Education since becoming a Teacher in 1966.

Debbie Benefield is currently the Jefferson County Council PTA president. Jefferson County Council PTA (CO) is made up of 20, 046 members within 118 local units. Debbie is involved in PTA leadership and constant training for PTA leaders. She has been the President and Membership chairperson at elementary, middle, and senior high school levels. She is an active member of school accountability groups at all levels. Her top priority is to have the best and most accurate information to help support children and their parents. She loves helping parents to understand and be able to be active partners in the education of children

James Bergeron serves as the Legislative Director to Congressman Tom Tancredo of Colorado where he is responsible for overseeing the formulation and passage of the Congressman's legislative agenda, as well as planning and developing legislative initiatives important to the Congressman. He also monitors legislative developments within the House Committee on Education and the Workforce and on the floor of the House of Representatives. Bergeron manages and supervises the office's legislative staff, and serves as the Congressman's liaison to the Conservative Action Team and the Citizen's Legislative Caucus. Prior to coming to Capitol Hill in 1995, he worked as a Guest Service Agent at Roosevelt Lodge in Yellowstone National Park which also gave him an opportunity to do three things that he loves – teaching people about new things, traveling and hiking.

Lawrence J. Chisesi has worked in the computer industry as a programmer, analyst and marketing and sales specialist since 1976. His first position was with the Burroughs Corporation (now Unisys) in Colorado Springs. He is an active parent volunteer in the Poudre School District. With several friends and associates, he formed the Coalition for Strong Public Schools (CSPS) in 1996. CSPS meets year round and is focused on recruiting candidates for school board seats and campaigning for school related issues such as bond and mill levy authorizations. CSPS members routinely write articles for the local newspaper on items important to Poudre schools and speak to area civic groups on the subject of public education. CSPS has authorized two studies of PSD policies; the first on demographic issues unique to schools of choice and the second on accounting mill levy dollar expenditures. Chisesi also served on the site based management team of an elementary school in Poudre School District, on the District Advisory Board, and the District Accountability Committee. He is currently co-chair of the Future is Now, an issues committee promoting a $175 million bond issue for Poudre Schools.

Ray Christensen, holds the role of Cabinet Secretary for the Department of Education and Cultural Affairs in South Dakota. In the arena of education, Ray has held many other positions since starting as a Mathematics Teacher in 1969. Recently, he was the coordinator of a statewide "Wiring the Schools" project where he worked in the Office of the Governor. He was a Member of the South Dakota Board of Education from 1995-98, serving as President his last two years. His interests and activities include operating an Internet Service Provider (ISP) business and admiring vintage cars.

Lesley Dahlkemper is a senior consultant with KSA-Plus Communications, serving as manager for the firm's Denver office. She has an extensive background in journalism, public policy, writing and politics. Prior to joining KSA-Plus in January 2000, she managed a multi-million dollar grant focused on comprehensive school reform. The grant was from the Annenberg Foundation to the Education Commission of the States (ECS). During her two years at ECS, she worked closely with state education leaders, legislators, community and business leaders from around the country to build support for better schools. Besides serving as the Vice President of the JeffCo Action Center's board of directors, she also serves on the Education Writers Association's national board of directors. She is married to Denver attorney Mike Feeley, who serves in the Colorado legislature as the Senate Minority Leader. Lesley holds a master's degree in public affairs reporting.

Dave Darnell is the School Improvement Consultant with Speicher Fields & Associates in Mishawaka, Indiana. He is also an Adjunct professor for Iowa State University in Ames, Iowa. He served for nineteen years as an Iowa school superintendent, retiring in 2000. Before becoming a superintendent, Dr. Darnell served as a high school principal in Iowa. Prior to being a principal, he spent 10 years as a high school band director in Kansas and Iowa. Dr. Darnell is a professional trumpet player, composer, avid reader and closet poet. He has been a presenter, guest speaker, and planning facilitator for K-12 education, post-secondary education, and the business community in 14 states. He received his Ph.D. in Professional Studies in 1984, his M.S. in Professional Studies in 1975 (both from Iowa State University), and his B.M.E. in Music Education from the University of Kansas in 1966.

Raissa Geary is the Staff Director to Chairman Mike Enzi (WY), Senate Health, Education, Labor and Pensions Subcommittee on Employment, Safety and Training. She holds a Masters in Comparative Politics from the American University. As Staff Director, Raissa is responsible for overseeing the activities, legislative initiatives and staff of five for the Senate's subcommittee with jurisdiction over labor and training issues. Her policy responsibilities, however, are for health and education matters that are handled at the full committee level. In particular, she spent the last year negotiating and drafting the Elementary and Secondary Education Act reauthorization, which was not completed. Likewise, she will be participating in the same process during reauthorization of the Act dealing with federal support for education research.

Kathy Grafsgaard oversees the administration of nine programs of the United States Department of Agriculture for the students and citizens of North Dakota. Prior to coming to the NDDPI in 1984, she held nutrition program director positions in local school districts. Kathy has undergraduate degrees in dietetics and food service management from North Dakota State University and the University of Minnesota. The University of Mary, Bismarck, granted her master's degree in management. She has pursued additional studies in project management, qualitative research methods and other areas related to technology. Her current interest area is in the development of e-government solutions within the Department of Public Instruction.

June L. Harris, PhD is the Democratic Staff Education Coordinator for the United States Congress Committee on Education and the Workforce led by Congressman William L. Clay, Ranking Democrat. Dr. Harris earned her bachelor of science degree from the North Carolina Central University in Durham, North Carolina. She went on to earn her master's degree from Atlanta University and earned her Ph.D. from the University of Maryland. She has also pursued further study at the Johns Hopkins University, Loyola College, the University of Alabama and Catholic University. She has a varied academic and experiential background, including work at the local, state and national levels of education, and began working at the United States Congress in 1979. Dr. Harris has served as Chairman Clay's education legislative specialist and currently serves as education policy coordinator of the education cluster.

Joan Huffer is the legislative assistant to Senator Tom Daschle of South Dakota. Ms. Huffer joined Senator Daschle's leadership staff in April 1997. Her work includes developing legislative initiatives and strategies for Senator Daschle and the Senate Democratic Caucus in the areas of education, nutrition, and welfare policy. Before joining the Democratic Leader's office, she was a senior policy analyst with the Senate Budget Committee working primarily on entitlement programs including Social Security, Medicaid, and income security programs such as Aid to Families with Dependent Children (now Temporary Assistance for Needy Families,) and food and nutrition programs. Ms. Huffer has worked on Capitol Hill for 19 years and has a thorough knowledge of Senate procedure and the budget process. Before joining the Budget Committee staff, she was a member of Senator Don Riegle's staff, where she held a number of positions including legislative director. Ms. Huffer received her masters in Public Policy from Georgetown University and her bachelors from Wellesley College.

David Livingston began teaching in Chicago in 1968 with the Teacher Corps. He taught students in grades 3-6 for ten years in Illinois and Colorado and then served as an elementary principal for twenty years in Colorado and Oregon. David currently is Executive Director of Elementary Education for the Cherry Creek Schools (CO). His B.A. in Literature is from Wheaton College (IL), his masters is in Urban Education from Roosevelt University (IL) and his Ph.D. in Foundations of Education was awarded by the University of Colorado in 1980. David and his wife Pam, an elementary principal, have five children, most of whom are boys who are sophomores in college.

Dan Morris has 25 years of public education experience. He has over 15 years classroom experience as a high school math teacher and has served in numerous appointed and elected positions working on issues related to education. He served six years as president of the Colorado Education Association and has served as a consultant to the U S WEST Foundation, the National Education Association, and Media One working on numerous telecommunication technology projects. Dan has worked with state level policy makers in developing strategies to effectively apply technology in the classroom. Dan was appointed by President Clinton to serve on the Presidential Scholars Commission and serves on the Board of Directors of the Presidential Scholars Foundation. He currently serves on the Board of Directors of McREL.

Rosemarie Myrdal, took office as North Dakota's 34th Lieutenant Governor on December 15, 1992. She is only the second woman to hold this position. As Lt. Governor, Rosemarie has focused largely on issues concerning children and families. She also handles education issues for the Governor's office and is Governor Schafer's Telecommunications Policy Advisor. She presides over the Senate and chairs numerous boards and committees, including the Children's Services Coordinating Committee and the Yellowstone, Missouri, Ft. Union Commission. Myrdal has a lifelong interest in education and public service. She taught senior high school in Park River, Gardar and Edinburg and was an active community volunteer. She has been involved in historic preservation in Pembina County and the Red River Valley and state Diabetes organizations. She served in the North Dakota House of Representatives from 1985-1991. Myrdal was born in Minot and lived on a farm near Mohall until she was 10. She graduated from high school in Fargo and earned a bachelor of science degree in education from North Dakota State University in 1951.

Shirley Scott joined the Pay for Performance Design Team after serving as Assistant Principal at Denver's Martin Luther King Jr. Efficacy Academy (Middle School). She brings to the team more than thirty years of experience in working with children in a variety of roles including classroom teacher, student advisor and Assistant Principal. Ms. Scott also worked with DPS students at Colorado Christian Home Residential Treatment facility for emotionally disturbed children and worked for five years in the Kansas City metro area in a variety of educational roles. Her skills include education assessment, curriculum development, classroom management, staff development, organizing community groups for public schools and fund raising. With a bachelors in Education, a masters in Special Education, and a professional license in Public School Administration, Ms. Scott brings a wealth of knowledge and experience to the Design Team.

Cindy Simms, PhD has been the Superintendent of Steamboat Springs School District RE-2 since 1994. She held the position and title of Assistant Superintendent of Steamboat Springs School District RE-2 from 1983-1988. In between these two positions, she lived in Placerville, CA as Superintendent of Placerville Union School District from 1988-1994. Cindy has a M.Ed., in Special Education from the University of Virginia, a M.P.A. in Public Administration from the University of Denver as well as a Ph.D. in School Administration from the University of Denver. She is involved in the Steamboat Springs Rotary Club in the role of President, and was actually the first woman member of the Rotary Club in 1987. She also is a Co-chairperson in the McREL Study Group on Organizational Leadership.

Rep. Ralph M. Tanner, PhD, LHD has served as the Tenth District's Representative to the State of Kansas House of Representatives since 1994. Tanner was elected to the House for the third time in 1998, and was appointed Chair of the House Committee on Education, a Member of the Committee on Education budgeting, and a member of the Committee on Fiscal Oversight. Tanner has an extensive career in public service and holds appointment to the Assembly on Federal Issues of the National Conference of State Legislatures, the Committee on Education, Labor and Job Training. He graduated from Birmingham-Southern College with degrees in history and political science, and earned his doctorate at the University of Alabama in US history, political philosophy, and constitutional law. He attended the Cumberland School of Law, Samford University. In 1978 McDendree College in Lebanon, Illinois, conferred upon him the honorary decree, Doctor of Humane Letters, for his distinguished career as a teacher and a college administrator.

F. Tim Witsman, PhD is president of The Wichita Area Chamber of Commerce and CEO of the Kansas World Trade Center. Prior to joining The Chamber in 1987, Witsman served as the first president of Kansas, Inc., a public-private partnership to oversee the formulation of economic development policy and strategic planning for the state of Kansas. He holds an M.A. and Ph.D. from Purdue University and a bachelors from Brown University. He has served as president of Wichita Rotary Club and the Kansas Chamber of Commerce Executives (KCCE) and has served on the boards of the Kansas Chamber of Commerce and Industry and the American Chamber of Commerce Executives. Mr. Witsman currently serves on the boards of the Kansas Food Bank Warehouse, and the Salvation Army and the District Export Council. He is currently serving his second term as chair of McREL.

about McREL

McREL

2000 Conference

October 19-20, 2000
denver, colorado

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about McREL

McREL, based in Aurora, Colorado, is a private, nonprofit organization whose purpose is to improve education through applied research and development. McREL provides products and services, primarily for K-12 educators, to promote the best instructional practices in the classroom.

Established in 1966, McREL is governed by a regional board of directors. Board members include chief state school officers, practicing K-12 educators, and other community members with an interest in education. This volunteer board determines the nature and scope of McREL research based upon needs identified by the states that board members represent.

Typically, McREL employs 80-100 staff, 50 percent of whom hold advanced degrees in research or education-related fields.

research and service focus

- *Standards, curriculum and instruction*
- *Assessment and accountability*
- *Human development, learning and motivation*
- *Organizational and leadership development*
- *Mathematics and science*
- *Technology*
- *Literacy*
- *Evaluation*

Not only do McREL staff members conduct applied research and develop innovative programs for practitioners, but also they provide technical assistance to state and local educators. McREL regularly convenes educators, policymakers and other stakeholders at conferences and workshops to share information, leverage resources and effect positive change.

highly acclaimed products

Many of McREL's acclaimed products are available from commercial publishers or vendors. The most widely used include:

- *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, a coherent set of standards for primary, upper elementary, middle school, and high school grades;
- *Dimensions of Learning*, a framework for planning instruction based on constructivist learning;
- *Literacy Plus*, an integrated reading, writing, spelling, and vocabulary program for primary grades;
- *A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms*, containing step-by-step advice that educators will find invaluable.

organizational structure

McREL houses four federal education programs funded by the U.S. Department of Education's Office of Educational Research and Improvement.

- The **Regional Educational Laboratory**, one of ten nationwide, provides field-based research, technical assistance, professional development, evaluation and policy studies, and information services to state and local education agencies in a seven-state region including Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming.
- The **Eisenhower High Plains Consortium** for Mathematics and Science promotes and supports systemic reform in mathematics and science education in the same seven-state region as the Regional Educational Laboratory program.
- The **Region IX Comprehensive Assistance Center** assists Colorado educators who work with diverse student populations.
- The **Regional Technology in Education Consortium** brings technology-based innovations and expertise to North Dakota and South Dakota.

making the connection to McREL

You can access McREL's services and products by mail, phone, fax, e-mail or Web site. Whatever your favorite mode of communication, you can make the McREL connection by pressing a few buttons or with a few clicks of a mouse:

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